I. Adoption of the Agenda

II. Minutes of the December 12, 2012 College Council (attachment A), Pg. 3

III. Adoption of the Middle States Self-Study Report (attachment B) – Associate Provost James Llana, Pg. 8

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment C1 –C27) – Dean Anne Lopes

**New Courses**

<table>
<thead>
<tr>
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<th>Title</th>
</tr>
</thead>
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<td>The Extraordinary Chemistry of Ordinary Things (SciWld), Pg. 151</td>
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<td>C4. ISP 2XX</td>
<td>Remembering and Forgetting in Public and in Private (LP), Pg. 184</td>
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<td>C5. ISP 1XX</td>
<td>Ripped from the Headlines (Com), Pg. 197</td>
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<td>C6. ISP 2XX</td>
<td>Truth and Creativity: How We Create Meaning (CE), Pg. 211</td>
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<tr>
<td>C7. ISP 3XX</td>
<td>Making Waves: Troublemakers, Gadflies and Whistleblowers (JCII), Pg. 227</td>
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<td>C8. ISP 3XX</td>
<td>Violence in the Pursuit of Justice (JCII), Pg. 243</td>
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<td>C9. LLS 2XX</td>
<td>Revolution and Social Change in Latin American Literature and the Arts (CE), Pg. 255</td>
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<td>C10. POL 1XX</td>
<td>Struggles for Justice in the Workplace (JCI), Pg. 275</td>
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</tr>
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</table>

**Courses Being Mapped to Gen Ed Outcomes**

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<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
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<td>Social Science Mathematics (changed to Math/Quant Reasoning), Pg. 307</td>
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<td>C13. POL 320</td>
<td>International Human Rights (JCII), Pg. 314</td>
</tr>
</tbody>
</table>

**Course Revisions**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>C14. CJBS 101</td>
<td>Introduction to the American Criminal Justice System, Pg. 325</td>
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<td>C15. SOC 216</td>
<td>Probation and Parole, Pg. 327</td>
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<tr>
<td>C16. HIS 320</td>
<td>The History of Crime and Punishment in the U.S. (JCII), Pg. 330</td>
</tr>
<tr>
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<td>Crime and Punishment in Literature (JCII), Pg. 340</td>
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<td>C20. SPE 201</td>
<td>Argumentation and Debate (Com), Pg. 383</td>
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Motions to be Renewed from December 12, 2012 College Council
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C27. Proposal to Revise the Undergraduate Dean’s List Standards, Pg. 466

V. Report from the Committee on Graduate Studies (attachments D1 – D2) – Dean Jannette Domingo

Programs
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D2. The NYSED application for an online degree in Security Management., Pg. 501

VI. Changes to the College Council Committees Membership list, Pg. 513

VII. New Business

VIII. Administrative Announcements – Provost Jane Bowers

IX. Announcements from the Faculty Senate – Professor Karen Kaplowitz

X. Announcements from the Student Council – President Mehak Kapoor
The College Council held its fourth meeting of the 2012-2013 academic year on Wednesday, December 12, 2012. The meeting was called to order at 1:50 p.m. and the following members were present: Emiliya Abramova, Jeffrey Aikens, Schevaletta Alford, Zeeshan Ali, Andrea Balis, Salahdine Baroudi, Warren Benton, Adam Berlin, Jane P. Bowers, Nicholas Calabro, James Cauthen, Katarzyna Celinska, Elise Champeil, Kinya Chandler, Shu-Yuan Cheng, John Clarke, Jannette Domingo, Margaret Escher, Robert Terry Furst, Maki Haberfeld, Jay Hamilton, Shumaila Jameel, Charles Jennings, Shaobai Kan, Karen Kaplowitz, Mehak Kapoor, Hashemul Khan, Katherine Killoran, Maria Kiriakova, Tom Kucharski, Angelos Kyriacou, Ma’at Lewis, Anne Lopes, Cyriaco Lopes, Amie Macdonald, Vincent Maiorino, Waqas Majeed, Nancy Marshall, Michael Maxfield, Roger McDonald, Jean Mills, David Munns, Richard Ocejo, Robert Pignatello, Melinda Powers, Carina Quintian, Raul Romero, Richard Saulnier, Francis Sheehan, Thomas Stafford, Staci Strobl, Jeremy Travis, Michelle Tsang, Antonio Welch and Kathryn Wylie-Marques.

Absent were: Erica Burleigh, Anthony Carpí, Nana Akuba Chinebuah, Maria DCruze, Lior Gideon, Veronica Hendrick, Janice Johnson-Dias, Ammarah Karim, Kwando Kinshasa, Anru Lee, Yue Ma, Evan Mandery, Brian Montes, Nicholas Petraco, Amanda Stapleton and Shonna Trinch.

I. Adoption of the Agenda

It was moved to adopt the agenda as presented. The motion to approve the agenda was seconded and approved unanimously.

II. Minutes of the November 20, 2012 College Council Meeting

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

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1 – B69)

A motion was made to withdraw items B22 and B55 from the agenda. The motioned was seconded and approved unanimously.

A motion was made to present New General Education Courses marked B1-B33 as a slate. Remove items B2, B19, and B21 from the slate for further discussion. The motion to approve the slate as amended was seconded and approved unanimously.
A motion was made to adopt New General Education Courses marked:

B1. ECO 1XX Understanding US Economic Data (US Exp)
B3. HIS 1XX Reacting to the Past (COM)
B4. HIS 1XX Criminal Justice and Popular Culture (JCI)
B5. HIS 3XX History of Islamic Law (JCII)
B6. ISP 2XX Getting Even: Forgiveness and Revenge for Individuals and Societies (GE-I&S)
B7. ISP 3XX Moral, Legal, and Ethical Dilemmas that Shape the U.S.A. (JCII)
B8. LLS 1XX Latina/os and Justice in New York: Freshman Year Seminar (JCI)
B9. MHC 1XX Macaulay Honors Seminar 1: The Arts of NYC (CE)
B10. MHC 1XX Macaulay Honors Seminar 2: The Peopling of NYC (US Exp)
B11. ART 1XX Latin American Art (CE)
B12. SSC 1XX Education and Justice (JCI)
B13. AFR 3XX Practicing Community-based Justice in the Africana World (JCII)
B14. GEN 1XX Gender, Activism and Social Change (JCI)
B15. SPA 3XX Themes of Justice in Latin American Literature and Film (JCII)
B16. ISP 1XX Alternate Worlds (CE)
B17. ISP 1XX Life Stories (I&S)
B18. ISP 2XX Apples and Oranges: Form and Meaning in the Arts (CE)
B20. ISP 1XX The Twentieth Century: A Decade in Depth (LP)
B23. LIT 2XX Literary Perspectives on Culture and Globalization (WCGI)
B24. LIT 2XX Literature as Witness (LP)
B25. HIS 1XX Historical Perspectives on Justice and Inequality (JCI)
B26. HIS 2XX Exploring Global History (WCGI)
B27. HIS 3XX History and Justice in the Wider World (JCII)
B28. HIS 3XX Premodern Punishment (JCII)
B29. ARA 2XX (201) Intermediate Arabic I (WCGI)
B30. CHI 2XX (201) Intermediate Chinese I (WCGI)
B31. GER 2XX (201) Intermediate German I (WCGI)
B32. JPN 2XX (201) Intermediate Japanese I (WCGI)
B33. POR 2XX (201) Intermediate Portuguese I (WCGI)

The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B2. HIS 1XX Topics in the History of Science, Technology and Medicine (SciWld).” The motion was seconded and passed.

In Favor: 44  Oppose: 4  Abstentions: 4

It was moved to adopt the new course proposal marked “B19. ISP 2XX Technology and Culture (SciWld).” The motion was seconded and failed.

In Favor: 22  Oppose: 4  Abstentions: 4
It was moved to adopt the new course proposal marked “B21. ISP 1XX Sickness and Health (SciWld).” The motion was seconded and failed.

A motion was made to present Revised General Education Courses marked B34-B51 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt Revised General Education Courses marked:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>B34</td>
<td>HIS 201 American Civilization - From Colonialism through the Civil War (GE-US Exp)</td>
</tr>
<tr>
<td>B35</td>
<td>HIS 202 American Civilization – From 1865 to the Present (GE-US Exp)</td>
</tr>
<tr>
<td>B36</td>
<td>ART 101 Introduction to World Art (revised title: Intro to Art) (CE)</td>
</tr>
<tr>
<td>B37</td>
<td>ART 104 Art of Africa, Oceania and the Americas (revised title: Non-Western Art &amp; Visual Culture) (CE)</td>
</tr>
<tr>
<td>B38</td>
<td>ART 201 Art and Architecture in New York (revised title: Art in New York) (CE)</td>
</tr>
<tr>
<td>B39</td>
<td>MAT 105 Modern Mathematics (revised title: College Algebra) (MQR)</td>
</tr>
<tr>
<td>B40</td>
<td>PED 110 Contemporary Health Problems (revised title: Personal Health in Society) (I&amp;S)</td>
</tr>
<tr>
<td>B41</td>
<td>PHI 102 Introduction to Ethics (revised title: Ethical Foundations of the Just Society) (JCI)</td>
</tr>
<tr>
<td>B42</td>
<td>PHI 231 Knowing, Being, Doing: Philosophical Method and Its Applications (revised title: The Big Questions: An intro to Philosophy) (I&amp;S)</td>
</tr>
<tr>
<td>B43</td>
<td>ETH (AFR) 123 Race and American Society: The African American Experience (revised title: Justice, the Individual, and Struggle in the African American Experience (JCI)</td>
</tr>
<tr>
<td>B44</td>
<td>ETH (AFR) 125 Race and Ethnicity in America (USExp)</td>
</tr>
<tr>
<td>B45</td>
<td>DRA/LLS/SPA 217 Latino/a Theater in the U.S. (Theater of the Americas since 1600) (CE)</td>
</tr>
<tr>
<td>B46</td>
<td>ANT/PSY/SOC 110 Drug and Alcohol Use and Abuse in American Society (revised title: Drug Use and Abuse) (I&amp;S)</td>
</tr>
<tr>
<td>B47</td>
<td>LLS 241 The Puerto Rican Latina/o Experience in Urban U.S. Settings (revised title: Latina/os and the City) (US Exp)</td>
</tr>
<tr>
<td>B48</td>
<td>LLS 247 Growing Up Latina/Latino: From the 1940s to the Present (revised title: Growing Up Latina/o) (I&amp;S)</td>
</tr>
<tr>
<td>B49</td>
<td>LLS/AFR/HIS 263 African Heritage in the Caribbean (revised title: Blacks in Latin America (WCGI)</td>
</tr>
<tr>
<td>B50</td>
<td>LLS 322 Civil Rights and Civil Liberties in Urban Latina/o Communities (revised title: Latino/a Struggles for Civil Rights and Social Justice (JCII)</td>
</tr>
<tr>
<td>B51</td>
<td>HIS 217 Three Hundred Years of New York City: A History of the Big Apple (revised title: History of New York City) (US Exp)</td>
</tr>
</tbody>
</table>

The motion was seconded and approved unanimously.
A motion was made to present Courses Mapped to Gen Ed Learning Outcomes Only marked B52-B62 as a slate. Remove items B54 and B56 from the slate for further discussion. The motion to approve the slate as amended was seconded and approved unanimously.

A motion was made to adopt Courses Mapped to Gen Ed Learning Outcomes Only marked:

- **B52.** AFR 150 Origins of Contemporary Africa (LP)
- **B53.** MUS 103 American Popular Music from Jazz to Rock (CE)
- **B57.** MUS/LLS 110 Popular Music of the Caribbean (CE)
- **B58.** POL 318 Law and Politics of Sexual Orientation (JCII)
- **B59.** SPA 112 Introductory Spanish II for Heritage Students (COM)
- **B60.** FRE 201 Intermediate French I (WCGI)
- **B61.** ITA 201 Intermediate Italian I (WCGI)
- **B62.** SPA 201 Intermediate Spanish I (WCGI)

The motion was seconded and approved unanimously.

It was moved to adopt the courses mapped to Gen Ed learning outcomes only proposal marked “B54. MUS 140 Introduction to Guitar (COM).” The motion was seconded and failed.

- In Favor: 21  Oppose: 0  Abstentions: 0

It was moved to adopt the courses mapped to Gen Ed learning outcomes only proposal marked “B56. MAT 108 Social Science Mathematics (SciWld).” The motion was seconded and failed.

- In Favor: 26  Oppose: 16  Abstentions: 1

It was moved to adopt the new course proposal marked “B63. POL 3XX Politics of International Security.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B64. SEC 3XX Private Security: Trends and Movements.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B65. SEC 3XX Retail and Commercial Security.” The motion was seconded and approved unanimously.

It was moved to adopt the revised course proposal marked “B66. SOC 301 Penology.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B67. SOC 309 Juvenile Delinquency.” The motion was seconded and approved unanimously.

It was moved to adopt the program revision marked “B68. Proposal to Revise the B.S. in Economics.” The motion was seconded and approved unanimously.
It was moved to adopt the program revision marked “B69. Proposal to Revise the B.S. in Security Management.” The motion was seconded and approved unanimously.

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

It was moved to adopt the new course proposal marked “C1. SEC 7XX Risk Threat and Critical Infrastructure.” The motion was seconded and approved unanimously.

A motion was made to present Course Revisions marked C2-C3 as a slate. The motion was seconded and approved unanimously.

It was moved to adopt the slate marked:

C2. FCM 740 Data Communications and Forensic Security
C3. FCM 745 Network Forensics

The motion was seconded and approved unanimously.

The meeting was adjourned at 3:35 p.m.
Comprehensive Self-Study

Submitted by
President Jeremy Travis
to the
Middle States Commission on Higher Education

March 2013
Executive Summary

Our Self-Study tells a story of institutional transformation. It is not a story driven by accidental circumstances, historical necessity, external forces, or the will of an individual—though each has played a role—but by collective and deliberate analysis of the College’s position in 2005, followed by thoughtful consideration of the future. Institutional change is often, if not always, difficult, but we have learned to pay constant attention to the ever-changing environment and the fixed destination. We have taken advantage of the opportunity offered by the Self-Study to reflect on the past and look toward the future.

Institutional Effectiveness: Standards One through Seven. We found it useful to engage the accreditation standards in numerical order. The first seven standards document the institutional dimensions of our transformation, from the decision to forego associate admissions and add more liberal arts degrees to the related planning, goals, and allocation of resources that followed. The new plan and vision required changes in administrative structure and governance processes and a reaffirmation of our basic values, as explained in Standards Four, Five, and Six. Finally, we test our institutional mettle in Standard Seven to determine if we have the capacity to carry the new educational vision forward through evidence-based planning and assessment.

The College transformation is embodied in what we call the “Critical Choices Agenda.” The lynchpin of the agenda was the decision in 2005 to become an all-baccalaureate institution with “senior college” status within the City University of New York (CUNY). Based on an in-depth 2005 study by the President’s Advisory Committee on Critical Choices, the decision to eliminate associate degree programs stemmed from a realization that the College was not effectively serving nearly a third of the student population. The first all-baccalaureate class entered in fall 2010, and by that time a whole suite of new, related goals was beginning to shape College activities, budget proposals, and planning in general.

The recent embrace of liberal arts programs was actually a renaissance for the College as it recovered its original mission for the first time since 1976 when a city financial crisis offered the choice of shutting down entirely or radically altering the mix of programs. At that point the College shed most liberal arts programs in order to insure its survival. In the end, a good number of the original faculty have remained to witness the rebirth of the liberal arts at John Jay under the banner of “Educating for Justice,” a manifestly interdisciplinary approach. Of course, many faculty at the College today were comfortable with the relative importance of the criminal justice programs in the period after 1976, and some of them, along with many alumni, are now concerned about the potential loss of an exclusive emphasis on traditional criminal justice education. The choice, however, is not simply criminal justice or liberal arts: suffice it to say for the moment that criminal justice education itself has not stood still in recent years; like the College, it has evolved away from a practitioner focus in favor of a more interdisciplinary, liberal approach.

As the College restored and enhanced its emphasis on liberal education, it has looked outward and viewed its mission and vision in global terms. Like many colleges in recent years, John Jay wants to make its students citizens of the world. With many faculty already doing research around the world and with a student body with close family ties to more than 100 countries, the global perspective comes naturally.
The John Jay transformation has posed challenges for planning, and we have met those challenges by constructing a new Charter of Governance in 2008, a new College Master Plan in 2010, and a new way of developing annual financial plans in 2012. We needed new structures and processes to pursue our agenda for change if we were to be inclusive, purposeful, and nimble.

The only way a fast-moving institution can stay on course is through enhanced assessment, and several years ago the College began to strengthen its capacity for institutional self-awareness by creating positions in outcomes assessment and institutional effectiveness and by expanding the Office of Institutional Research. The work on Standard Seven allowed us to take stock of that capacity and consider whether it is adequate. The need to follow CUNY metrics for institutional performance and our own Master Plan “Report Card” are constant reminders of where we stand relative to our goals.

Educational Effectiveness: Standards Eight through Fourteen. As the standards suggest, educational effectiveness begins with attracting the right students for our mission and academic programs. It depends on getting the right faculty in the classrooms, and it depends on providing the right support for both faculty and students. Finally, we cannot expect to achieve our educational goals without first-rate, rigorous curricula, continuously examined. We have been, and continue to be, transformative in all these areas, and we seek to demonstrate the consequences through assessment of student learning in Standard 14.

We have profoundly affected admissions policies by redirecting all associate degree students to our community colleges. The Critical Choices Agenda speaks as well to the mix and academic preparation of students we want to admit. We will not, in the process of change, compromise the strengths gained by the diversity of the student body. The challenge to retain students is now greater than ever for many reasons. We confront all the challenges of admissions and retention through a robust emphasis on targeted recruitment, conversion, messaging, and on new approaches to student services and engagement.

Our findings on faculty in Standard 10 reinforced what we knew: there are not enough full-time faculty. Hitting our targets for full-time faculty has proved a challenge due, until recently, to unpredictable budgets. We have also recently discovered the depth of dissatisfaction on the part of the faculty with a relatively large teaching load on top of perceived high expectations with regard to scholarship and sometimes high demands for service. There are plans and ideas for addressing faculty concerns, and a new, more formal approach to bringing part-time faculty into the College community.

The challenge in a period of curricular transformation is to maintain quality and rigor while serving the Mission. Standard Eleven evaluates the structures and processes in place to ensure integrity of the curriculum and makes the case for a continued expansion of the degrees in liberal arts. The construction of a new General Education program over the past five years reflects fundamentally the new vision for the College and stands as a model for participatory and rational planning. The challenge there came from CUNY in the form of “Pathways,” the University’s version of general education that has refracted the John Jay plan through a different lens, changing it to be sure but preserving its distinctive characteristics.

In Standard Thirteen we can observe some transformative initiatives such as John Jay Online, but just as easily some very traditional programs in Adult and Continuing Education, which have been basically unaffected by the deep changes at the College. This is an area in transition, awaiting new leadership and development.
We conclude the assessment of our educational goals by looking at our collective ability to gauge student learning and to act on what we learn. Student learning assessment is strong and systematic for most programs. Faculty are in the lead, and results are commonly used for continuous improvement. Not all programs are using assessment as effectively as they could, but systematic, comprehensive assessment of student learning is the norm.

John Jay College History and Profile

Named after the first Chief Justice of the Supreme Court, John Jay College of Criminal Justice is one of nine baccalaureate-granting colleges within CUNY, the largest urban university in America. The campus is on the west side of mid-town Manhattan and serves an ever-expanding area that extends well beyond New York City. Our 15,000 students, who reflect the city population generally, trace their origins to well over 100 countries.

John Jay had its beginnings literally in the Police Academy of the City of New York in 1964, at a time of urban turmoil and profound social change when the role and actions of police in American society came under increased scrutiny; education was at least a partial answer to the new challenges confronted by police officers. The police officers were soon joined by fire fighters, and corrections officers, all of whom shared the early John Jay College and gave it a distinctive profile in higher education, one that endures in important ways today. There was only one major, Police Science, but from the beginning the liberal arts component of the curriculum was intentionally important; at the first convocation, Dean of Faculty Donald Riddle cited the contribution of the liberal arts “to the development of thinking, critical, creative beings with an awareness of their relations to the whole of mankind” (quoted in Gerald Markowitz, Educating for Justice, 11). Instead of academic departments, the faculty outside of Police Science was organized into a Division of the Humanities and a Division of Social Science and Correction. The absence of departments naturally promoted interdisciplinary inquiry and exchange among the faculty, and to this day interdisciplinary study remains vibrant—embodied most prominently in the Interdisciplinary Studies Program—despite the move to standard departments in the early years of the school.

The College initially served only in-service students. Very soon after its founding “civilian” students joined in small numbers, but it was CUNY open admissions in 1970 that transformed John Jay from a small specialized school for service personnel to a general college serving large numbers of students new to higher education, most of whom needed preparatory work in order to be successful in college courses. Student numbers grew from 1,000 originally to 4,400 in 1970 and to more than 8,600 in 1973. More than half of the new students did not come to John Jay with criminal justice in mind; they were much younger than the service personnel and about one-third were African-Americans and Hispanics. The College still serves a highly diverse student body of undergraduate and graduate students but very few “in-service” students.

While still offering some signature programs that are designed to prepare students for criminal justice and public service agencies, the College has adopted a much broader approach to the issue of justice—captured by the motto “Educating for Justice”—which addresses the large, timeless questions of fairness, equality, and the rule of law, framed as they are by the broad liberal arts tradition. John Jay now has an all-baccalaureate undergraduate program with a large array of criminal justice degrees. To its few extant liberal arts degrees in Political Science, Humanities and Justice, Forensic Psychology, and Forensic Science, the College has recently added majors in English, Global History, Gender Studies, Philosophy, Law and Society, and...
Economics, with other liberal arts majors in line awaiting CUNY approval. Nine master’s degrees and a number of minors and certificates round out the offerings to students at John Jay. (Ph.D. programs in Forensic Psychology and Criminal Justice, while exclusively staffed by John Jay faculty and housed at and partially supported by the College, are formally offered by the CUNY Graduate Center.)

The student body today is even more diverse than it was in the days following the advent of Open Admissions. Women comprise 56% of the undergraduate student body. Ethnically, 23% are African-Americans; 11% are Asian/Pacific Islander; 40% are Hispanic; and 26% are white. Students are of course much younger than in the days when in-service police officers dominated the College, and while they have aged somewhat as a group over the past four years, they are among the youngest in CUNY. The College consistently draws students from a dozen or so states other than New York, but the proportion of New York City residents among undergraduates has increased over the past four years from 77% to 80% (“Fall 2011 Fact Book” 16). Students who come to John Jay are committed to the College: 67% who came to John Jay in fall 2010 listed the College as their first choice in their general CUNY application, the highest first choice proportion in CUNY.

The Self-Study Process

The College formally kicked off the reaccreditation process with a ceremony in November 2010. An overview of the entire process, including a timeline, was presented. Six workgroups would conduct the research and writing for the Self-Study. The Co-Chairs of each workgroup, one drawn from the faculty and the other from the administration, plus the Provost and Faculty Senate President, constituted the Self-Study Steering Committee. Co-Chairing the Steering Committee itself were Provost Jane Bowers, Faculty Senate President Karen Kaplowitz, and Associate Provost Jim Llana. Each workgroup consisted of faculty, staff and administration, and at least one student.

The Workgroups are as follows with the names of all who participated at one time or another:

**Workgroup 1: Standard 1 and 7**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>Allison Pease* (Co-Chair)</td>
<td>English</td>
</tr>
<tr>
<td>James Llana (Co-Chair)</td>
<td>Office of Academic Affairs</td>
</tr>
<tr>
<td>Vivien Hoexter</td>
<td>Office of Marketing and Development</td>
</tr>
<tr>
<td>Reggie Graysen</td>
<td>Office of the President</td>
</tr>
<tr>
<td>Karen Rambharose</td>
<td>Testing</td>
</tr>
<tr>
<td>Jamie Bridgewater</td>
<td>Student</td>
</tr>
<tr>
<td>Shu-Yuan (Demi) Cheng*</td>
<td>Science</td>
</tr>
<tr>
<td>Gregory Umbach*</td>
<td>History</td>
</tr>
<tr>
<td>James Cauthen*</td>
<td>Political Science</td>
</tr>
<tr>
<td>Gerald Markowitz*</td>
<td>History</td>
</tr>
<tr>
<td>Stephen Handelman</td>
<td>Center on Media, Crime &amp; Justice</td>
</tr>
<tr>
<td>Janice Johnson-Dias*</td>
<td>Sociology</td>
</tr>
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**Workgroup 2: Standards 2 and 3**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Thomas Kucharski* (Co-chair)</td>
<td>Psychology</td>
</tr>
<tr>
<td>Robert Pignatello (Co-Chair)</td>
<td>Finance and Administration</td>
</tr>
<tr>
<td>Patricia Ketterer</td>
<td>Business Office</td>
</tr>
</tbody>
</table>
Ben Rohdin
Allison MacDonald
Ratko Rakoczevic
Anthony Carpi*
Lisandro Perez*
Bonnie Nelson*
Geert Dhondt*
William Gottdiener*
Serguei Cheloukhine*
Dana Trimobili
Carina Quintian
Thomas Kubic*
Ned Benton*
Kinya Chandler
Gina Galligan
Bill Pangburn
Don Gray
Nivedita Majumdar*
Elizabeth McCabe
James Sheridan
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Art & Music  
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Counseling  
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Graduate & Professional Studies  
Academic Affairs  
Center for the Advancement of Teaching  
Academic Affairs  
Instructional Technology Support Services  
Student  
Women’s Center  
SEEK  
Sociology  
Foreign Languages  
Director of John Jay Online  
Law and Police Science  
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Workgroup 6: Standards 11, 12, and 14

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Psychology  
Undergraduate Studies  
Library  
First Year Experience  
Undergraduate Studies  
Undergraduate Studies  
Student  
Science  
Communication & Theater Arts  
Psychology  
Mathematics & Computer Science  
English  
Career Development Services  
English  
Undergraduate Studies  
Foreign Languages  
English

* Denotes faculty

The Steering Committee met regularly throughout the research and writing period to share updates on progress and to address questions. A Middle States webpage with various documents and a list of activities was created in 2011 on the College website. Beginning in summer 2012 the Steering Committee Co-Chairs re-drafted the reports, consulting with the co-
chairs as necessary. We posted chapter drafts on our intranets for faculty, staff, and students, along with a wiki for comments. One of the co-chairs met with the Student Council and HEO (Higher Education Officer: professional staff) Council to explain the reaccreditation process and to solicit comments on the drafts; another co-chair conducted reviews of chapters at meetings of the Faculty Senate. There was a general and successful effort through campus media to draw members of the College community into the process or at least to make them aware of the process.

The Steering Committee Co-Chairs produced a “second draft,” and on January 3, 2013, shared it with the Middle States Team Chair, who visited campus for the preliminary visit on January 30, 2013. On February 14, 2013, the College Council, our principal governance body, discussed the proposed Self-Study.
Chapter One
Standard One: Mission and Goals

Expectations for the Standard -- The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Introduction

The Mission Statement, Master Plan, and Vision Statement provide the inspiration and guiding ideas for program and curriculum development across the College. While distinct in terms of scope, origin, and time-frame, they provide a coherent vision that effectively binds the John Jay community together in action and purpose. As in any evolving and vibrant institution, there are tensions and significant challenges, but a broad consensus about our mission, goals, and values easily supports constructive dialog and purposeful advancement.

John Jay College is one of 24 campuses that comprise the City University of New York (CUNY); thus planning at John Jay takes place in the context of the CUNY By-Laws, CUNY Master Plan and related CUNY Performance Management Process (PMP) Goals and Targets which annually define broad targets and goals for all campuses. Each campus must specify how and to what extent it will achieve those targets, and there is an annual assessment of campus performance. Certainly, John Jay must be responsive in very particular ways to the PMP targets, described in the next chapter, but it is the College Mission that frames most deeply and distinctively who we are and what we aspire to be.

The Mission

John Jay's Mission Statement signals to internal and external communities the College's reason for being. The mission makes several clear and important points: 1) We offer education in criminal justice and related fields 2) We educate in the liberal arts tradition 3) We value scholarship and research 4) We inspire students to create a more just world through active citizenship and service. One can see the expression of the Mission literally on the walls of the campus buildings but more tellingly in the curriculum, faculty hiring and orientation programs, strategic planning, the budget allocation process, strategic partnerships, meeting minutes, and in the professional lives of our alumni. As this chapter--and indeed the entire Self-Study--makes evident, we aspire to live the mission, not just talk about it.

But of course we do talk about it, quite intentionally so, since we want to attract students, faculty, and strategic partners who will be a good fit for the institution. In 2011, we worked with Siegel and Gale, a prominent branding firm co-owned until recently by one of our Foundation Board members, Alan Siegel, to sharpen our message and image. Out of that study, based on many meetings with staff, faculty, and students came language, voice, and “positioning and promise” that express the Mission and clarify our identity for our target constituencies, especially prospective students.

If the work with Siegel led to an “institutional narrative,” we have more recently developed a complementary “academic narrative.” Written by the Provost, the academic narrative defines
The Mission of John Jay College of Criminal Justice

John Jay College of Criminal Justice of The City University of New York is a liberal arts college dedicated to education, research and service in the fields of criminal justice, fire science and related areas of public safety and public service. It strives to endow students with the skills of critical thinking and effective communication; the perspective and moral judgment that result from liberal studies; the capacity for personal and social growth and creative problem solving that results from the ability to acquire and evaluate information; the ability to navigate advanced technological systems; and the awareness of the diverse cultural, historical, economic and political forces that shape our society.

The College is dedicated to fostering an academic environment, to promoting the highest quality of undergraduate and graduate study, to promoting and protecting academic freedom, to promoting scholarship and encouraging research, especially in areas related to criminal justice and public service. The breadth and diversity of scholarship at the College reflect our continuing commitment to innovative analyses, interdisciplinary approaches and global perspectives. The College offers its students a curriculum that balances the arts, sciences and humanities with professional studies. It serves the community by developing graduates who have the intellectual acuity, moral commitment and professional competence to confront the challenges of crime, justice and public safety in a free society. It seeks to inspire both students and faculty, to the highest ideals of citizenship and public service.

our mission of external engagement through the justice-centered research, teaching, and curriculum development of the faculty. The message explains who we are by defining roles and expectations of faculty and students. Thus, at the broad institutional and more focused academic levels, we are highly intentional in projecting our identity to the world at large. Further analysis is provided in the discussion of Standard Eight, in the context of admissions and recruitment.

Another way to understand the lived Mission is in historical context. In the beginning, John Jay was perhaps unique in insisting on the value of a liberal education for police and fire personnel, and during the early years of the College the students were overwhelmingly in-service students. Indeed, when it opened in 1965 John Jay was housed in the New York City Police Academy. With the arrival of open admissions at CUNY in 1970, the face of John Jay changed dramatically from a largely white, male, and older student body to an ethnically diverse and much younger group of students. In the budget crisis six years later the College avoided closing only through an agreement that reduced the size of the school and removed the four-year liberal arts programs unrelated to criminal justice and public service. For decades afterwards most of the liberal arts departments served exclusively the General Education curriculum.

According to Prof. Gerald Markowitz, author of a history of the College entitled Educating for Justice, the basic goals of John Jay in the 1960’s were: 1) educating police personnel 2) defining and developing “police science and criminal justice into coherent and recognized academic disciplines” and 3) offering a strong liberal arts curriculum. He argues that each represented “distinct approaches and emphases” rather than a unified whole. Over time each was ascendant at some point. In the first few years until open admissions, it was the education of police that was primary; between 1970 and 1976, liberal education “held sway,” and since the near closing in 1976 “education in criminal justice has been most important.” [p. 12]
Looking back from 2013 at that historical assessment from 1990 it seems at least arguable that 2005 marked the beginning of a new phase at John Jay, one in which the liberal arts had once again assumed greater importance, but not to displace criminal justice education. Rather, the line between the liberal arts and criminal justice education began to blur. While the mission did not change throughout this period, certainly for many the understanding of the mission shifted somewhat. The mission statement asserts: “The College offers its students a curriculum that *balances* the arts, sciences and humanities with professional studies.” By the time the College Council (campus governance body) incorporated the Vision Statement into the Master Plan in 2010, the language had changed in a subtle but important way: “…the John Jay College curriculum *integrates* the liberal arts and sciences and professional education...” The liberal arts and professional studies were now in principle at any rate an integrated whole, not two parts of a curriculum in tension, and “educating for justice” was the unifying conceptual framework. The phrase “educating for justice” has permeated the discourse to the extent that it has become a stand-in for the formal mission. In most curricular, hiring, and strategic planning discussions, “justice” has replaced “criminal justice” as the college’s educational focus. This shift is even mirrored in the interior design of our new campus, where the phrases “educating for justice” and “fierce advocates for justice” are painted on our walls; in one rendition “criminal” is but one modifier of “justice”:

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**Critical Choices Agenda: Baccalaureate Students and a Liberal Arts Renaissance**

Beginning in 2005 the College thus began in earnest to explore an enhanced relationship with the liberal arts, and the result would ultimately be a transformation of the curriculum, one inspired more by the original mission than by any new thinking. The initiatives that define that transformation constitute what we call the “Critical Choices Agenda,” named after the “President’s Advisory Committee on Critical Choices.” The Agenda rolled out in a succession of reports and plans which mark a consistent line of planning and action up to the present time:

- “*Report on Associate Degree Programs at John Jay College of Criminal Justice,*” December, 2005.
- “*Plan for Investment in Academic Excellence At John Jay College,*” September, 2006
- “The Plan for Investment in Academic Excellence at John Jay College: A Six Month
Progress Report,” April, 2007
• “Creating the New John Jay College—Phase Two of the Plan to invest in Academic Excellence at John Jay College,” March, 2008
• “PeriodicReviewReport,” June 2008
• “John  Jay College Institutional Response to the Middle States Analysis of the Periodic Review Report dated June 1, 2008,” September, 2008
• “IP 3 [Investment Plan 3]: Investment in Retention,” June 23, 2009
• “Master Plan—John  Jay@50” and “Vision Statement,” October, 2010
• State of the College Address, President Travis, Nov. 22, 2011

In 2005, with the approval of the Chancellor and with a Faculty Senate Resolution in favor, the President called for a study on the status of associate degrees at the college. Shortly thereafter the “Reporton Associate Degree Programs at John Jay College of Criminal Justice” offered a number of options ranging from continuing the associate programs to moving to an all- baccalaureate college. There followed a month later another data-driven report specifically on liberal arts programs; the “Report on Liberal Arts Majors at John Jay College of Criminal Justice” also laid out a number of options that ranged from maintaining the status quo to pursuing new liberal arts programs.

While withholding any judgment, the first report observed that the John Jay associate degrees had been designed with transfer in mind and not as stand-alone degrees. In one sense, this was fortunate since almost all applicants wanted, and had applied for, baccalaureate programs, but their test scores placed most of them involuntarily on one of the associate degree tracks. Due to weaker academic preparation, students in those programs often had poorer outcomes compared to students in the baccalaureate programs with whom they shared classes. To some significant extent, the Associate students were for practical purposes in baccalaureate programs but without the academic resources to succeed very well, and the compelling data in the report presented two very different pictures of academic success, one for students admitted as baccalaureate degree students and one for students admitted to the associate degrees. The report tapped deeper arguments as well: liberal arts degrees were “strong preparation for a variety of careers, indeed for citizenship itself.” The absence of such degrees was a barrier to John Jay’s ambition of becoming a “world class educational institution.”

The mere possibility of discontinuing associate programs prompted a broad discussion of liberal arts degrees, since “senior colleges” in CUNY all had liberal arts options, and a John Jay without associate programs would automatically join their ranks. Other perspectives surfaced as well: the lack of liberal arts degrees tended to marginalize the faculty in those departments and make recruitment and retention of faculty more difficult; liberal arts degrees would provide alternatives to students who decided after entry that criminal justice was no longer an abiding interest; finally, liberal arts options were important in the original mission and had been removed only as a result of financial circumstances and an externally imposed mandate. The second Critical Choices committee report reviewed options for the pursuit of new liberal arts majors, which would require approval by the CUNY Board of Trustees since such degrees were not allowed under the 1976 agreement that saved the College.

After an inclusive and open discussion across the campus and unanimous approval by the College Council on May 15, 2006, President Travis presented a plan to the CUNY Chancellor on September 18. It signaled a “historic opportunity” and called for a number of significant achievements over the next four years, all built on the consensus to attain all-baccalaureate admissions by fall 2010:
- Transformation to a liberal arts college
- Creation of what came to be called the CUNY Justice Academy, a program that would send the associate students formerly admitted to John Jay to CUNY community college partners before entry into John Jay upon completion of the associate degree in one of several justice-related joint, two-plus-two, degrees.
- Hiring 166 new full-time, tenure-track faculty, primarily to support the new liberal arts majors that were envisioned, an increase of xx% over the fall 2006 number
- Improving the undergraduate educational experience generally and in particular at the lower-division level. One specific goal was to improve full-time faculty coverage of the instructional program from 40% to 62%.
- New support for the faculty, especially in the library
- Expanded degree options and enrollment in Graduate Studies
- New recruitment and marketing campaign

In an early sign of the renewed role for the liberal arts, the proposal pointed to John Jay’s aspiration to one day be “a world-class liberal arts college.”

The Critical Choices agenda ultimately placed a number of liberal arts degrees alongside the traditional majors. Of course, in 2006 the College was serving a very diverse population, certainly different than the one that walked through the doors in 1965. The renewed commitment to a liberal education for a student body with very few in-service students prompted a different understanding of what John Jay was all about, captured in the phrase “Educating for Justice.” The phrase at once tied past to present and offered an expansive view of the future. For many at John Jay today, it encapsulates the Mission.

The Agenda was extremely ambitious and needed considerable financial support, and CUNY enthusiastically partnered with John Jay to realize the potential described by the President in 2006. In his six month progress report, the President could point to the following: a faculty hiring program underway; intentionally decreased admissions to associate programs; cooperation with community colleges in what was initially termed the Educational Partnerships initiative (now called the CUNY Justice Academy); development of new liberal arts majors; planned growth in graduate programs; strengthening programs for student success and use of technology; and creation of new approaches to marketing and recruitment, to bring in more and better-prepared baccalaureate students.

In line with the agenda, since 2007 the College has:

- replaced admitted associate degree students entirely with baccalaureate and graduate students
- added xx full-time faculty, peaking in 2009 at 449
- registered six liberal arts degrees (English, Economics, Global History, Gender Studies, Philosophy, Law and Society)
- registered two new graduate degrees (Forensic Mental Health Counseling and International Crime & Justice)
- created the CUNY Justice Academy, now with nearly 7,000 students enrolled in the community colleges
- added nine full-time academic advisors (by spring 2013)
- created a First Year Experience program and an Academic Advising Center
• re-branded the College and developed language to capture recent changes and project them to the public

The Critical Choices agenda continues to guide development at the college as we pursue every one of the initiatives in the 2006 plan proposed to the Chancellor. Change has been truly transformative in places—as promised—but uneven. We have not come close to achieving the targeted full-time faculty coverage rate, mainly because of the recession and the attendant budget challenges within CUNY. In December 2009, due to a budget shortfall, searches in progress were halted and xx full time substitute faculty members were not reappointed for spring. This was followed by an early retirement initiative that further reduced the number of full time faculty. Budget demands led to the need for higher enrollment targets than first anticipated—to generate revenue that would not be coming from CUNY—and greater enrollment put pressure on the full-time faculty coverage metrics. We have not yet developed a robust capacity for marketing and recruitment needed to attract students, especially graduate students, with significantly better academic preparation, although that effort is proceeding aggressively now. We have, however, taken an important step to attract some highly qualified students by creating an Honors Program, and recently John Jay was successful in its bid to become part of the CUNY Macaulay Honors College; starting in fall 2013, we will accept the first Macaulay students, which will put us in select CUNY company with the College of Staten Island, Hunter, CCNY, Baruch, Lehman, Queens, and Brooklyn Colleges. Most dramatically, we have presided over the on-schedule conversion to an all-baccalaureate admissions program, and John Jay is now a “senior college” in CUNY. The CUNY Justice Academy is on target, serving thousands of community college students, and they have started to enter John Jay in significant numbers. In addition, we have added both undergraduate and graduate degree programs. If not complete, the achievement is still remarkable.

Next to creating an all-baccalaureate college, perhaps the most significant change has been the development of liberal arts degrees. While the College was calling for new liberal arts majors in general, it offered only guidelines and conditions, and left it to individual departments to propose new degrees or not.3 The result is a collection of degrees based more on particular circumstances than design, and in this sense and others the Agenda is unfinished. And after the initial development and approval by CUNY of six liberal arts degrees, there are three others, submitted later on, that are still waiting for CUNY approval. We frequently say that John Jay is a liberal arts college or is in transition to a liberal arts college (see Table 2). The range of statements is impressive, suggesting the importance of being a liberal arts institution but some uncertainty remains about whether we are there or not. The Critical Choices Committee on the liberal arts pointed to one fundamental question: “What does it mean for a college to represent itself as a liberal arts institution?” If as the President noted, “we are on our way to becoming a full liberal arts college,” what does that look like as a destination in terms of curriculum choices (understood broadly), facilities, faculty, marketing, recruitment, student services, and student aspirations?

Just as we have raised the question of what it means to represent ourselves as a liberal arts college, we have questioned recently what it means to “educate for justice.” Do liberal arts degree options make us a liberal arts institution? Do courses or degrees on criminal justice make us an institution that “educates for justice?” Surely the answer to both questions is “no.”4 The Siegel and Gale report headlined the following quote from one of the administrators they interviewed: “We don’t know how to talk about John Jay because we can never decide on who we really are.” Doubtless this overstates the case, but there are unresolved tensions that have become more prominent with the Critical Choices Agenda.

Rather than pose the “educating for justice” question straight on in terms of the institution as a whole, the Provost invited faculty to think about what it meant to them as they teach, as they do...
research, and as they interact in general with students and colleagues. She was especially interested in what it meant to faculty who teach in areas apparently not linked to justice, for if educating for justice is our mission then everyone—professors of English and physics and mathematics not excepted—is responsible in one way or another to contribute to it. By extension, we must include career counselors, athletic coaches, academic advisors and all others who educate students.

Table 1. Statements on John Jay as a Liberal Arts College

Plan for Investment in Academic Excellence at John Jay College, September 18, 2006:
John Jay “does not offer the liberal arts majors that characterize other first-rate baccalaureate institutions.”

“To become a world class educational institution, John Jay College of Criminal Justice must also reclaim its position as a liberal arts college with a broad array of mission and non-mission specific liberal arts majors.” p. 8

“The Investment Plan described in the following pages will allow John Jay College to seize this historic opportunity and become a world class liberal arts college...”

Report of the Committee on International Programs, 2006, p.5:
John Jay is “a liberal arts college with a criminal justice focus...”

Middle States Monitoring Report, April 1, 2005, p. 2:
“Within the context of being, first and foremost, a liberal arts college, and providing our undergraduate students with an excellent liberal arts education, our vision is that John Jay College be the nationally and internationally recognized leader in education—including professional education—and research in criminal justice and related areas of public safety and public service.”

The second Investment Plan will build JJ into a “more internationally preeminent, academically rigorous, liberal arts educational institution, dedicated to educating for justice.” p. 3

In asking for additional support from CUNY in the form of a second Investment Plan, the College committed itself to a “Transformation to a Liberal Arts College.” p. 15

Periodic Review Report for Middle States Commission, June 1, 2008:
“The College is committed to becoming the pre-eminent academic institution in criminal justice and related fields and to making respectable contributions in the liberal arts.” p. 16

State of the College Address, President Travis, November, 2010:
“We are on our way to becoming a full liberal arts college, adding majors in English, Economics, Gender Studies and Global History, with a half dozen more liberal arts majors in the pipeline.”

Revitalizing the John Jay College of Criminal Justice Identity for the 21st Century,” Siegel and Gale, Findings Presentation, January 25, 2011, p. 47:
“John Jay has to overcome its reputation as a ‘vocational school’ by aggressively promoting and dramatizing its transformation into a college with a fully developed liberal arts curriculum providing the foundation for a world class educational program exploring justice in modern society.”
The Mission Statement and the related action plan embodied in the Critical Choices agenda provide the framework for the priorities articulated in the College’s current Master Plan, John Jay @50, which describes the priorities of the institution under five interrelated “domains of excellence”: Student Success; Teaching; Research and Scholarship; Strategic Partnerships; and Institutional Effectiveness. These five goals and 26 subordinate objectives provide the college community with the focus necessary to further the college mission and to conduct much of the College’s daily business.

The Master Plan was developed over nine months in 2010 with broad community collaboration. President Travis appointed 32 members of the College community to the Master Plan Advisory Committee (MPAC). MPAC comprised faculty, professional staff, alumni, undergraduate and graduate students, the Chair of the John Jay College Foundation, as well as representatives of the New York Police Department, the New York Fire Department, and the New York City Department of Juvenile Justice – three agencies with which the College has a long history of cooperation. MPAC was charged with reviewing and synthesizing data and points of view collected from various sources and then drafting proposed master plan goals and objectives for the entire College community to consider.

The College took many other steps to solicit input from the community, as described in the appendix to the Master Plan. A consultant, hired to help collect and manage data, met with key stakeholders, reviewed extant data, and performed three custom online surveys, each targeted toward different constituencies: faculty, students, and staff. The consultant also hosted three community forums and mounted two idea walls, which allowed passersby at the College to post their thoughts about the future direction of the college. The College used posters, flyers, email, and its website to get the word out about the Master Plan process and how everyone could get involved. The entire effort culminated in governance approval on October 14, 2010.

That we take the plan seriously is evidenced by the creation and use of a Master Plan Report Card, designed to inform both the community at large and specific planning and budgeting committees. A more extensive set of data keyed to the Master Plan is also provided to the subcommittees on Strategic and Financial Planning as they begin the series of meetings that lead to a recommendation for the following year’s financial plan. The same documents are a source for parts of the Critical Functions Measures of institutional effectiveness. The annual performance appraisal evaluations of the senior leadership team are keyed to the Master Plan goals and objectives and to CUNY PMP goals.

The Vision Statement

The Mission statement is powerfully articulated, amplified, and projected into the future by the Vision Statement, written in 2009 as a component of the Master Plan. We live the mission and pursue the Vision. The Vision asserts the importance of our original mission and wraps it explicitly in “educating for justice” as we seek a future built increasingly on student-centered learning and personal development. We will help students achieve their academic goals but also “their personal and social development and maturation.” Looking outward, we will educate our students and encourage our faculty to “translate ideas into social justice and action on a global scale.” More recently, we have begun to speak of “building and sustaining just societies” as a global call to action; the education we offer enables students to respond.

Asking our students to contribute to building and sustaining just societies is to ask a lot of them.
Fortunately, many come to John Jay with instincts for just that, but any education worthy of the
name should help students clarify their personal values and give meaning and direction to their
lives, which is why the appeal for holistic learning is an integral, explicit part of our Vision
Statement and Master Plan (and implied in the Mission). We may exhort students and faculty to
change the world, but ultimately the call has to come from within to be heard. Above all else,
education must be personal: it concerns the relationship between each student and the world in
which he or she lives, and understanding that relationship must continue throughout a lifetime.
We must attempt to instill in students the capacity for life-long learning in general coursework,
but particularly through the institutional learning goals in General Education and in Student
Affairs programming.

The Vision Statement reinforces the Master Plan Goal of “Institutional Effectiveness” by stating
the importance of using assessment, because we want the institution to have—like our students-
the capacity to learn and to improve continuously. Creating the position of Associate Provost for
Institutional Effectiveness was one tangible outcome of the call for greater effectiveness; an
accelerated program of assessment was another, along with a greater awareness of and reliance on
data for planning.

Underlying the call for assessment in the Vision Statement is a plea to re-center the institution: to
“...shift our focus from transmitting knowledge to producing learning...” Students must be at the
center, and we will measure our success by their learning, not by what the faculty or
administration do. The idea was simply stated on a widely distributed lapel button at the kick-off
ceremonies for JohnJay@50: “Student Success = Our Success.”

Collectively, the Mission and Vision Statements and Master Plan form the foundation and provide
the supporting processes for the college’s primary and overarching focus on student success. This
will become clear in the remaining chapters.

John Jay and CUNY

John Jay’s relationship with the City University of New York is a defining element of our mission
and planning. The Master Plan aligns with the historic mission and strategic directions of CUNY:
insistence on academic rigor, accountability, and assessment, and the provision of equal access
and opportunity. The College has benefited considerably from system-wide initiatives over the
last twelve years, articulated via the two previous and current CUNY Master Plans that affirm the
importance of high standards in the University’s fundamental mission of teaching, research, and
service.

As a constituent college, John Jay participates in and is subject to the University’s Performance
Management Process (PMP), which “allows CUNY to function as an Integrated University, to focus
on outcomes as opposed to activities [and] to be clear about priorities” and aligns in very specific
ways all essential campus activities with the CUNY Master Plan. As a result of system-wide
priorities, the College is accountable for its annually stated goals and targets in relation to the PMP
main goals of raising academic quality, improving student success, and enhancing financial and
management effectiveness. In addition to the annual PMP cycle, John Jay must be responsive to
CUNY across a range of day-to-day activities. Thus, planning and management at John Jay take
place very much under the guiding hand of the system.

The Mission and the John Jay Community

Living the mission requires knowledge of it and support for it; broadly considered, the John Jay
community is indeed very much aware of the College’s special mission and supports it. More than
students at any other CUNY college, John Jay applicants self-select for the mission. Sixty-seven percent of the fall class of 2012 identified John Jay as their first choice CUNY college, compared with an average 42% for the other CUNY colleges. We often hear informally from students and their families during orientation that they “always wanted to attend John Jay.”

On occasion we ask the faculty and staff directly about the mission, and the responses confirm that there is awareness and wide acceptance of it. In one recent survey of employee engagement, 95% of all employees agree that they have a good understanding of the mission and the goals of the college (Employee Engagement Survey, 2010). For our Self-Study review, we initiated another poll specifically on the mission for faculty and staff. We asked whether the college’s mission accurately reflected their perceptions of and aspirations for the college, and what changes, if any, they would recommend to the mission. Of the 174 responses, 77% of the faculty and staff believe that the college’s mission accurately reflects their perception of the college and 81% see the mission as embodying their aspirations for the college. In the open comments section where faculty and staff were asked to recommend changes to the mission, a significant minority (19%) advocated that the statement define the mission more broadly in terms of justice rather than criminal justice and recognize the college’s new liberal arts majors and emphasis. Thus there is general consensus that the college’s mission accurately represents the college, but with a significant minority desiring an explicit shift that embraces educating for justice as a broader mission under which liberal arts studies fit more comfortably.5 [footnote numbering problem]

The Mission Beyond the Campus

Support and interest in the mission is hardly confined to the west side of Manhattan. It extends around the world in part because of what we do to project the mission but primarily because issues of justice—from the particulars of policing to the debates on human rights—are universal. Our faculty has an international and comparative justice focus and has studied issues globally such as the rule of law, genocide, gangs, rape, drugs and drug violence, domestic violence, the death penalty, and terrorism.

The accomplished faculty and staff at John Jay are involved in various international projects that are the natural outgrowth of the College’s mission to cultivate strategic partnerships on issues of justice to assure the broadest impact of work done at John Jay. Such projects include the design and development of international academic programs in Uruguay, China, India, Ukraine, Russia, and Senegal; study abroad opportunities in Greece, Dominican Republic, Indonesia and other places; and a biennial international conference on crime and justice hosted by John Jay in such places as Ireland, Hungary, Italy, England, Romania, Morocco and Puerto Rico. Every week we hear from various organizations, educational institutions, and governments from around the world, each hoping to join us as a partner or enlist us as a teacher or consultant on issues of justice. We are of course pleased with the affirmation, since the pursuit of strategic partnerships is one of our Master Plan goals, but we cannot engage with everyone, and the challenge is to respond strategically to the many calls for cooperation in order to benefit our students and faculty, and advance our vision of having an impact on the world.

In the remaining chapters, we will demonstrate in much greater detail how the Mission, Master Plan, and Vision guide development at John Jay College.

Strengths:
1. John Jay has a well-defined Mission and niche in higher education, which allows us to focus our efforts.
2. The Critical Choices agenda, carefully thought out in 2005 and 2006, and approved by
governance, provides a coherent set of objectives that guide planning along with the
Master Plan.
3. The research interests, knowledge, and skills of the faculty make John Jay an attractive
partner to many organizations and governments around the world.

Concerns:
1. There is no plan yet for completing the liberal arts component of the Critical Choices
agenda.
2. Liberal arts majors are developed and proposed according to the interests of academic
departments and not as the result of College-wide planning.
3. CUNY support for the John Jay liberal arts agenda, while strong and explicit in the early
years of Critical Choices, may not now be as enthusiastic.

Recommendation:
1. Given the many changes the College has gone through in recent years, the College
community should formally re-examine the Mission statement in advance of the next
Master Plan discussion.
2. The College should engage faculty forums on the possible addition of liberal arts majors.

3 “...[we] will be in a position to continue to expand the number of majors in the years following the Investment Plan, as
faculty interest, student demand, and market forces would warrant.” P20, 9/2006 first report
4 The split between liberal arts degrees and criminal justice is far from absolute. The English major has a Literature and
Law track, and the Economics major features a Forensic Financial Analysis track. A few other liberal arts degrees have
similar tracks. Moreover, some of the criminal justice-related degrees—the B.A. in Criminal Justice is one prime
example—draw content and approaches freely from liberal arts disciplines.
5 In general we live by the current mission though as the College has evolved, some of the specifics in the mission
statement may no longer hold, certainly not for everyone.
Chapter Two
Standard Two: Planning, Resource Allocation, and Institutional Renewal
Standard Three: Institutional Resources

Expectations for Standard 2 – An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Expectations for Standard 3 – The human, financial, technical, physical facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.

Introduction

The College uses its Master Plan to guide activities and related resource allocations, and it relies on assessment to improve performance and planning. The College is part of the CUNY system, and therefore planning takes place as well within the framework of the CUNY Master Plan and priorities (expressed in the Performance Management Process or PMP), but John Jay and CUNY goals often overlap. Finally, the Critical Choices agenda continues with its particular emphases, most of which have been incorporated into the Master Plan. In each context, goals, objectives, and performance targets are clearly stated and evaluated on an annual basis.

Recently, the College has begun to plan in a more integrated way than it has in the past. We have also seen significant improvements in connecting planning and budgeting; communicating budget and planning information to the campus community; using assessment data to inform planning; and drawing more stakeholders into the process of building a financial plan.

Planning in a System Environment

As one member of a highly integrated University, John Jay does not have all the options available to an independent college, but neither does it have some of the challenges. It would not make sense for every campus to have every type of degree program, and CUNY does not hesitate to foreclose and encourage different lines of development at the 24 campuses. For example, John Jay offers neither an education major nor a business program, and the likelihood of pursuing either is very low. As one of the more recently established CUNY colleges, John Jay was created with a particular mission, namely the liberal study of criminal justice for in-service personnel. The in-service population is now quite small, and the College has changed dramatically in some basic ways, but it is still constrained broadly, and happily so, within that original mission. On balance, John Jay benefits in critical ways from its CUNY affiliation.

Aside from being broadly mission-bound, John Jay and all other CUNY campuses respond to targets and goals of the University in the PMP. There is considerable leeway in how we adapt our local goals and activities to fit in the CUNY framework, but adapt we must. We naturally share many of the goals of the PMP which are straightforward indices of any successful institution of higher education, but there is no doubt that planning and activities at John Jay would be somewhat different without the PMP. Nonetheless, the PMP cycle is a highly effective means of communicating and monitoring the effectiveness of planning and resource allocation.
at the college; planning and management at John Jay take place in a very structured way within the system.

Planning and Budgeting Processes

Once the Master Plan is set the most important planning is, first, its translation into annual objectives, strategies, and targets by Division and, second, the related allocation of resources—expressed in the Financial Plan—to support the divisional plans. In November 2010, after the final approval of the latest five-year Master Plan by the College Council, the Executive Staff met in a day-long retreat to devise strategies for achieving the Master Plan goals and objectives. The first order of business was an environmental scan (SWOT analysis) which aided in the selection of strategies. The group then developed a long list of strategies, which after further editing and additions by other groups, was subsequently distributed across the next four years, by Division. Each year those strategies, explicitly linked to both the Master Plan and PMP, are the basis for annual evaluations of the Vice Presidents, while the prospective strategies form the basis for planning the following year’s activities. Thus the VP performance appraisal templates provide a road-map of planning based on the Mission, Master Plan, and PMP. Assessment plans for units and evaluation templates for Directors and others carry the planning down into the organizational structure and guide alignment with the master planning documents.

Of course even the best plans have to mesh with the budget to mean very much and, as is the case for many institutions, linking planning and budgeting has proved a challenge at John Jay, but it is a challenge that we have met successfully in the last year or so. Starting with the changes made in governance structures in 2008 (see Chapter 3), the College has strengthened the connections between planning and budgeting. In 2011, we took another important step by effectively combining for most purposes the Strategic Planning and Financial Planning Subcommittees (SPS and FPS) of the Budget and Planning Committee. Procedurally and structurally, the two functions are now tightly linked and, of course, responsive to guidelines and procedures from CUNY.

In the wake of the Charter change, all the elements for rational planning seemed to be in place, and the split between financial and strategic planning was reversed, but to many it seemed as if the structural changes had not led to process change; the administration read in a survey (2009 University Faculty Senate Survey) and heard personally (2011 Council of Chairs meeting) from faculty in unmistakable terms that the budget and planning process was insufficiently open. There was simply no meaningful engagement of the committees, especially the large Budget and Planning Committee, in the construction of the financial plan. As a response to the concerns, the President announced a new way of doing business at the Budget and Planning Committee meeting in February, 2012. The SPS/FPS engagement with the financial plan would henceforth begin well ahead of the submission to CUNY, so there will be time—approximately six months—to develop recommendations based on receiving relevant information and proposals. The subcommittees essentially doubled their meeting schedule to insure sufficient and meaningful discussion. The extended cycle of activities leading to the FY2013 Financial Plan is now the model going forward for the sequence and timing of planning activities (See Table 1 on page __). As of February 2013 a new public website devoted to Planning and Budgeting will make the process more open and transparent by providing a place to post significant steps along the way to the recommendation of a financial plan, along with relevant documents, and so we fully expect to see more improvements in the FY2014 Financial Plan process.

New York State and the John Jay Budget
CUNY and the State set the stage and the timing for campus planning and budgeting activities. The Governor presents the executive budget in January of each year, and at that point we have the earliest indication of whether we may be facing cuts or not. After the State legislature adopts the budget, there is an allocation to CUNY, which then assigns the “tax levy” budget to the 24 campuses and, of course, to the CUNY system administration itself. Typically the University releases the operating budget allocation in the early summer (June or July) and financial plans are due to the University in the later part of the summer (August or September).

Recent tuition increases at CUNY have created an influx of new dollars that arrive each summer in the form of the “CUNY Compact.” In 2011 CUNY negotiated an agreement with New York State for using the five years of tuition increases to fund improvements at the campuses, including hiring additional full-time faculty, increasing student services, and enhancing student financial support.1 As part of the Compact, CUNY agreed to self-fund a portion of the planned investments by increasing both enrollment and philanthropic support and by creating savings through restructuring and efficiencies; in part the Compact operates by forcing campuses to save money or raise money, and those funds are then “given” to the campus to use for approved purposes. Even though part of the Compact is self-funded, there are real additional dollars that come to the campus as part of the base budget, and it makes a big difference in terms of advancing the Master Plan. Although CUNY unveils the Compact in the summer, discussion of its allocation is a prime activity for SPS/FPS and the Vice Presidents throughout the spring planning process.

Planning and Budgeting at the Campus Level

On campus, the beginning of the budget planning cycle is the first spring semester meeting of SPS/FPS, the joint working subcommittees of the BPC. The end point of this activity is a set of recommendations about the financial plan that is forwarded to the President late in the summer, after consideration by the Budget and Planning Committee. But in February the joint subcommittees start with the financial plan created in the previous year as the second year in the required three-year submission to CUNY. In addition, the planning subcommittees have data that show progress within the Master Plan (including the Master Plan Report Card and planning guide), and they have the PMP Year-End results along with other reports that may have appeared since the last financial plan, such as NSSE or COACHE. One of the co-chairs presents as a framework for starting the discussion a set of possible “strategic priorities” based on the data provided. Mindful of the need to produce recommendations for the larger BPC, the SPS/FPS will meet 7 or 8 times in the course of the spring and summer. During that time the group will hear from proponents of various programs. For example, in spring 2012, the Director of John Jay Online presented a plan for the development of online programs and certificates, something that occasioned a great deal of discussion. In spring 2012 the Provost gave a presentation to the BPC on the college’s new Strategic Positioning and Enrollment Management Initiative, since funding for the program was included in the budget request along with many other items. In early summer, the sub-committees will hear proposals from the Vice Presidents, and typically the faculty committee members will collectively present a proposal. The cost of all the proposals combined will almost certainly exceed the available funding, even with the newly announced Compact funding, and so recommendations generated within the committees often take the form of subtractions, substitutions, or calls for slowing down the implementation of a new program. Sometime in the summer, well ahead of the University’s call for the plan, the SPS/FPS will approve by vote recommendations to be considered by the BPC. The larger committee will discuss the entire plan and make a recommendation to the President, who serves as Chair of the BPC. The process is charted in Table 1.
Once the plan is implemented, spending and enrollment is monitored quarterly by the College and CUNY. At the end of each quarter, we compare our actual enrollment, revenue, university allocation and expenditures to estimates in the Financial Plan. We then re-forecast and update projections and end-of-year expectations; the College Executive Staff reviews this information at a quarterly meeting dedicated to budget matters. The University monitors College expenditures at mid-year (January), after the 3rd Quarter of the fiscal year (April) and after the end of the fiscal year (August/September). The College Budget Office reconciles to the University estimates, and any discrepancies are resolved. Quarterly financial reports are distributed and posted to the intranet. Throughout the year the reports are discussed at the SPS/FPS and Budget Planning Committee meetings. The current year’s actual condition becomes the baseline for the following year’s budget cycle. The cycle then repeats itself each January.

**Table 1: Activities that lead to Adoption of Recommendations for the Annual Financial Plan**

<table>
<thead>
<tr>
<th>Time Line</th>
<th>Activity</th>
<th>Information</th>
<th>CUNY/State Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>January/February</td>
<td>SPS/FPS begins meeting twice monthly to shape recommendations</td>
<td>• Progress reports from John Jay and CUNY Master Plans&lt;br&gt;• When available, reports such as NSSE, COACHE, Student Experience Surveys&lt;br&gt;• Early version of financial plan, submitted previous year&lt;br&gt;• Changes to financial plan that occurred subsequent to previous submission</td>
<td>Governor releases executive budget</td>
</tr>
<tr>
<td>March</td>
<td>Discussions continue and presentations made to SPS/FPS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>SPS/FPS</td>
<td>Compact requirements from CUNY</td>
<td>State Adopts Budget</td>
</tr>
<tr>
<td>May</td>
<td>Vice Presidents develop strategies based on Master Plan and present to SPS/FPS. Budget Office presents</td>
<td>--List of priorities from Vice Presidents presented&lt;br&gt;--PMP Preliminary Year-End report from CUNY appears&lt;br&gt;--PMP Targets and Goals set by JJ for following year</td>
<td>CUNY announces Compact guidelines and amount</td>
</tr>
<tr>
<td>June</td>
<td>SPS/FPS votes on a set of recommendations</td>
<td>--PMP ranking determined&lt;br&gt;--PMP Final Year-End Report from CUNY appears</td>
<td>CUNY sends allocation letter</td>
</tr>
<tr>
<td>July</td>
<td></td>
<td></td>
<td>CUNY issues guidelines and call letter for financial</td>
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</tbody>
</table>
Financial Resources Trends

Planning can affect our fiscal resources of course, but more fundamentally our resources fluctuate with the State economy, changes in enrollment, and the infusion of funding for mandatory collective bargaining and revenues related to tuition increases. The Five Year Summary of Tax Levy Operating Funds (see Table 2 below) reflects the overall growth in allocations and expenditures. Throughout the last five years, the College has always taken measures to ensure there is a substantial surplus to carry forward each year to maintain fiscal stability. A PMP target requires campuses to have a reserve of between 1% and 3%; in difficult years this has been achieved only with some sacrifice.

In the table below, the CUNY Revenue Target is what the central administration expects us to achieve, but we fully expect to exceed the target each year with the projected excess going into the “Total Base Budget Allocation” line. The “Total Additional Revenues” are basically the carry-over figures year to year.

Table 2: Budget and Spending Trends

The financial plan for the next three years is available here.

Institutional Resources: Hiring/Recruitment of Faculty, Staff, and Administration
While the College would like to have more financial resources to support additional programs and scholarships, our financial planning, often with significant support from CUNY, has permitted us to support the Mission and make progress with the Master Plan. However, the recession gave us a couple of especially difficult years with the budget, but thanks to the new “rational” tuition plan, we have predictable financial support and the renewed ability to plan with much greater certainty.

Our plan for expanding the full-time faculty was disrupted severely by the recession budgets, but we have gotten back on track and are now hiring aggressively again. The related metric that concerns us most—full-time coverage of the instructional program—is at the bottom of the CUNY senior colleges: 36.8% of instructional FTEs are delivered by full-time faculty. Our long-term target is 50% coverage. We have a sufficient number of faculty to offer all our academic programs, but we rely much too heavily on part-time faculty, and a key goal is to raise our students’ exposure to full-time faculty, especially within each major’s required courses and in general education.

In 2012 the Provost developed a robust plan to restore faculty lines and go beyond the peak number reached in 2009. If there was one point of agreement among planning subcommittee members as they discussed the FY2013 financial plan, it was to increase significantly the number of new full-time faculty lines. The plan underway will see the faculty grow as follows:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Number of Full-Time Faculty(^i), actual or targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>456</td>
</tr>
<tr>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>412</td>
</tr>
<tr>
<td>2011</td>
<td>401</td>
</tr>
<tr>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>449</td>
</tr>
<tr>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>2006</td>
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</tr>
</tbody>
</table>

The two difficult budget years meant that many staff and administrative vacancies remained unfilled. A vacancy control plan during the worst of the budget difficulties from 2009 to 2011 required Presidential approval for all proposed hires to fill vacancies. As fiscal stability has returned, we are filling remaining vacancies selectively in the FY2013 financial plan based on demonstrable need in terms of the Master Plan.

**Space and Facilities: Existing Resources and Planning**

Addressing space needs has historically been a challenge and especially so over the last ten years as the College has grown rapidly in midtown Manhattan where options for expansion are limited and, where they exist, expensive. In fall 2011, the College began to move into its long awaited new building that had been in the planning and construction stages since 1999. One year after initial occupancy, the final piece of construction was completed with the opening of the “Jay Walk,” the beautifully landscaped greenspace five floors above the surrounding midtown streets.

The new building has profoundly and wonderfully transformed the campus, but the space needs of the College have evolved significantly in the twelve years it took to bring the building to completion. The student headcount has grown from 10,460 in 1999 to 15,030 today, and the
new campus was meant to serve approximately 9,767 FTE students, but the College now has 11,650. Naturally the faculty has grown as well, and new departments and majors have been added. Support programs like the Academic Advising Center, Honors Program, Office for Undergraduate Research, and the Pre-Law Institute grew along with their attendant space needs. Beginning in 2006, the Critical Choices agenda invited changes that were entirely unanticipated just a few years earlier. Space needs expanded dramatically overall, but the basic budget and planning for the new building did not.

While the new building was in the planning and construction stage, the College was housed ultimately in five different neighborhood buildings:

- Haaren Hall, which was renovated and occupied in 1988
- North Hall, a well-worn former factory building across Tenth Avenue that became home to the College in 1973
- BMW Building at 555 West 57th St (6th Floor), leased by CUNY for the College in 1998
- Westport Building at 56th Street and 10th Avenue, (two floors) leased by CUNY in 2004
- 619 West 54th Street, (7th Floor), leased by CUNY in 2004

Today we occupy all five sites plus the new building, but in two years we will have to vacate North Hall, which is slated for demolition in anticipation of a new campus for the New Community College.

Though indispensable, the leased space cannot for the most part be used for classrooms since office building owners will typically not allow it; Westport is the exception. Another restriction of such space is the limited renovation and reconfiguration that is permissible. Moreover, any leases must be approved and paid for by CUNY, so while we can make the case for additional space with CUNY support, that option is constrained by the reluctance of the University to give the College more space immediately after opening a new building. The College’s quest for room to grow, like many planning functions, occurs very much in the context of the CUNY system. There is substantial interest in decisions on space, since they affect people in very personal ways, and it is important that the College engage stakeholders in the planning process. The College’s Strategic Planning Subcommittee—charged in the Charter with strategic space planning—is undertaking a broad review of future space requirements, with the idea of retaining a consultant to assist with a formal plan. Meetings began in fall 2012 and are continuing into the spring to examine current utilization by space type and location and a variety of other factors about which a space consultant will need to develop recommendations. The processes for planning are working properly: the SPS is taking it up (with data provided by the Office of Space Planning and Capital Projects), as it is obliged to do, and the budget process produced funding needed for a consultant. The College will continue to explore its options with CUNY as the planning proceeds, and at a Faculty Senate meeting in December 2012, Iris Weinshall, the Vice Chancellor for Facilities Planning, Construction, and Management, gave assurances that CUNY would provide for the space needs of the College after North Hall reverts to the University, and our leases in nearby buildings expire. She endorsed the campus plan to retain a space consultant and added that a consulting architect would be appropriate as well. Everything is aligned—needs, data, staff, and funding—to produce a long-term space plan by summer 2013. In the meantime, we are following existing plans for the reconfiguration and renovation of Haaren Hall (2013-2014) and occupancy in fall 2014, at which point we will no longer need North Hall.

There are other aspects of our quest to acquire and improve space and facilities. A major capital request to the State seeks $15 million to renovate the College Library which was designed to accommodate far fewer students than it does today; during Community Hour, students can
often be found sitting on the floor. Finally, student housing has emerged recently as a key objective to support a recruitment effort—especially for graduate students—beyond the immediate region. The College is examining several residential life opportunities with a goal of having one in place by 2015 and perhaps an interim solution up to that point.

Capital Planning and Funding

Capital funding for new construction, building repairs, upgrades and major maintenance projects is secured through the University, mainly from the State or City of New York. The City of New York finances smaller capital requests and sometimes the City Council and the Borough President do as well.

The campus capital requests are informed by the discussions and priorities that emerge from the Budget and Planning Committee through its working subcommittees. Over the last 12 years the major capital requests to the State were intended to complete the construction of the new building which cost in excess of $700 million. Requests for this coming year covered parts of the new building that were not included in the original scope of the project and, in addition, many projects in Haaren Hall.

For the past three years CUNY has been able to secure funds for the campuses called “Critical Maintenance/State of Good Repair.” These funds cover in part what many institutions call deferred maintenance. John Jay has been allocated $36,976,000 (from August 2009 to December, 2013), which is being used for various improvements to Haaren Hall.

Belonging to the CUNY system affords enormous advantages in terms of covering the costs of our physical plant and facilities, but it does mean loss of some control over the planning process.

Promoting Fiscal Stability through Planning

For many years, the College did not concern itself with long-term fiscal stability since there was a ready supply of associate students who could be poured into any enrollment gap. Those students were not served very well, and that was one of the most important reasons why the decision was made to stop admitting them. With the shift to all baccalaureate admissions in 2010, the pool of qualified students shrank considerably, making enrollment and revenue targets much more difficult to meet. Enrollment peaked in fall 2009 and fell back each subsequent semester, fall to fall and spring to spring, to a post-2009 low in spring 2012. Clearly this was a trend that had to be arrested, and we responded decisively in fall 2011 by beginning to work with a consultant on enrollment management. Our successful turn-around is an example of the institution’s capacity to steer back on course when we miss a turn.

Four goals emerged from the work with the consultant:

- a higher yield for the fall 2012 freshman and transfer classes, especially among students with stronger academic preparation. (Given the late start date relative to fall 2012 admissions, this was an effort in conversion rather than recruitment.)
- identification and active engagement with “communities of practice” for the purposes of aligning curriculum and marking career pathways for students
- development of long-term strategies for targeted enrollment growth
- creation of a more visible and clearly defined College profile which would position us appropriately among our competitors
We developed a plan of communication and engagement targeted at applicants for fall 2012, segmented into “channels” by type: skills-certified freshmen; transfer students; and CUNY Justice Academy students (community college students in select dual admissions and articulated programs in criminal justice areas). The goal was not only to see an increase in fall 2012 enrollment compared with the previous fall but also to develop a strategic enrollment management plan for the future. One initial and enduring outcome of this engagement was the development of a College-wide, cross-divisional Strategic Positioning and Enrollment Management Group (SPG).

The projects undertaken by SPG included rewriting all the materials sent to applicants; designing a series of programs and events for applicants and admitted students; communicating with applicants much earlier than in previous years; tracking “yields” on all contacts and events to determine the effectiveness of our planning; and using what our assessment told us to re-engineer the subsequent year’s efforts. At the same time we set out to better understand our applicants and our competition.

With a new program of communication and early engagement for the best applicants, we met both targets and then some. The freshmen class was 8.1% larger than in the previous fall, and new transfer enrollment rose 18.3%. Some of the latter increase was the result of very specific outreach to students in the CUNY Justice Academy. We still lack data from the university on high school GPA and SAT scores for the entering cohort in fall 2012, but our own data points to slight improvement in both.

Going forward we need to be aware of our position among the constellation of schools that interest our applicants, and we need to create a list of aspirational peers as we seek to compete for the kinds of students who can take maximal advantage of what we have to offer. To do the latter we received information from the National Student Clearinghouse and we administered the Admitted Students Questionnaire for the first time. In fall 2012 we embarked on an ambitious marketing initiative that is still underway. All of the efforts just described are designed to control enrollment as a means both of achieving fiscal stability and of attracting better-prepared students.

Resource Planning for Technology

With a mission to advance the application of technology in support of student success, teaching, research, and public service, the Technology Advisory Committee (TAC) plays the key role in the development of policy and in the support of programs related to computer usage. The goal is to provide a mechanism for communication, input, and broad deliberation from the College community regarding technology planning, use, and implementation. An important initial effort was to assist in the development of a multi-year technology plan, the Strategic Plan for Information Technology, which ran from 2007 to 2010.

Working alongside TAC is the Student Technology Fee Committee (STF) that allocates the proceeds from the Student Technology Fee ($100 per semester, set by CUNY) to support computer infrastructure, both directly for student labs and for hardware and software purchases for classroom use. Over $17 million has been spent on information technology projects since the inception of the Student Technology Fee in 2002. The chief CUNY criteria for evaluating proposals are that all initiatives are information technology specific, that they reach the greatest number of students whenever possible, that they allow for faculty development, and that adequate support is provided. John Jay also requires that proposal submissions provide an explanation as to how the proposed allocation relates to the College mission. To judge from the
results of recent student satisfaction surveys, the planning for student information technology support has been extremely successful.  

John Jay College has made considerable strides to provide the College community with adequate technology capabilities, but it is also clear that there are offices, most notably the principal providers of technology for students, which have been strained due to budgetary shortfalls during the recent financial challenges. Indeed, the available funds for new projects have declined steadily over the years due to recurring expenses. In particular, the reliance upon the Student Technology Fee to fund recurring personnel expenses, including fringe benefits which are not in that case absorbed by the University, has greatly reduced the value of the technology budget. This is a recognized problem and has been discussed at length in relevant committees, and the College is prepared to present a comprehensive plan of action for the transition of employees’ salaries from the Student Technology Fee to tax levy funding, in which case the University will pay for fringe benefits.

With the help of a consultant, the Technology Advisory Committee is planning for a new strategic plan for technology. This continued attention to the development of adequate technological capacities is increasingly important to the functioning of the College and to its continued growth in the future.

Expanding Institutional Resources: Fund-Raising and Grant Activity

For the first time, the College is engaged in a major capital campaign which will play an important role in the direction of our financial future. Begun officially in 2006, the Campaign for the Future of Justice emerged from its silent phase in 2012. To date the Campaign has been highly successful with $43.2 million secured out of the $50 million goal. At our public opening of the fund drive on May 8, 2012, gifts of $2 and $5 million were announced. The College is extraordinarily fortunate to have Jules Kroll as the head of the John Jay College Foundation Board; his leadership and hard work have accounted for much of the success of the Campaign.

The Division of Marketing and Development raises funds strategically where possible, although gifts often come earmarked for purposes that do not align with the top priorities of scholarships and faculty research. Still, from 2009 to 2012 the amount raised for scholarships increased 93% to $1.173 million.

With a pronounced emphasis on faculty scholarship beginning in 2004 with the arrival of President Travis, the faculty has done extremely well in generating grant awards. The five-year trend shows strength if not continuous growth. As reported in the PMP, the three-year weighted rolling average of grants and contracts awarded for the last five years was as follows:

Data on Funds Generated by Grants, Annual Trend

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<tbody>
<tr>
<td>Funds</td>
<td>$12,896,015</td>
<td>$15,275,879</td>
<td>$18,128,219</td>
<td>$16,903,472</td>
<td>$15,911,482</td>
</tr>
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</table>

The grants/contracts figure in the PMP Year-End Report for any given year can change dramatically based on a single large grant or contract. For example, the large increase we saw in 2010 was due in good part to a $5 million contract for prisoner reentry work. The following years look much smaller of course by comparison. Next year’s PMP will show a rebound due to another $5 million contract for our Prisoner Reentry Institute which we know is coming very soon. The PMP three-year rolling average tends to flatten the highs and lows, but they can still stand out. What continues steadily, however, are our efforts to broaden the base of faculty who
Submit grants, to communicate effectively with faculty about grant opportunities, and to shape a supportive environment for the pursuit of grants and contracts.

The College raises funds for strategic purposes in other ways as well; the Auxiliary Services Corporation (ASC) provides an important source of non-tax levy funds. The ASC is a separately incorporated entity with an unpaid Board of Directors comprised of faculty, staff and students. Created to support educational, social, cultural, and recreational activities among students, faculty and staff, the ASC generates revenue from vendor contracts for the bookstore, food service, cell towers, space and theatre rentals, and other auxiliary services. The funds are used to provide scholarships to students and to support major student events such as Open House, Orientation, Commencement, and awards dinners. We also use the funds to support strategic initiatives to advance the implementation of the Master Plan. These initiatives include strategic positioning and enrollment, branding and recruitment initiatives, and consultants to advise on these matters.

Audits and Institutional Controls

The College is subject to several audits and uses them as opportunities for improvement. Following the annual independent audits of the University's combined financial statements and of compliance with laws and regulations, the College receives a management letter and internal control report. The following are the most recent audits conducted at the College:

- KPMG FY 2011 Audit of the University Financial Statements and A-133, September 2011
- NYS Comptroller’s Office Audit of CUNY compliance with the Clery Act, April 2009

The KPMG report for the year that ended on June 30, 2011, included recommendations and status updates on three prior-year recommendations. The College has taken actions in response to the report. The NYS Comptroller’s audit of the University’s compliance with the Clery Act found several instances of non-compliance. At a return audit in July 2010, the auditor confirmed that the prior year deficiencies were corrected.

The US Department of Education (DOE) conducted a program review of Financial Aid at the College in September 2008. The follow-up report included eight findings of non-compliance. The College responded and provided additional information and corrective action plans. The DOE issued a Final Program Review and Determination in February 2011, accepting John Jay’s corrective action plan for all of the findings but further determined that a small amount of aid was due back to the Federal government. The College returned $7,263.00 out of over $55 million disbursed. The VP of Enrollment Management has confirmed that staff have been trained as a result of the findings.

Further evidence of institutional controls in place at the College is our participation in and compliance with CUNY’s Internal Control Program. Each year we conduct a self-assessment through a survey questionnaire and analysis and testing of controls in key areas including: Financial Aid, Institutional Advancement, Continuing Education, Bursar, Human Resources, Information Technology, Payroll, Public Safety, Purchasing, and Accounts Payable. The self-assessment allows us to identify potential weaknesses before a problem arises. Results are reported to the University and follow-up action plans are required. The most recent self-assessment of FY 2012 operations revealed potential weaknesses in the registration and collection processes of our Adult and Continuing Education (ACE) programs. A corrective action
plan was developed and is being monitored by the President and his Executive Staff. Our pro-
active internal control review enabled us to strengthen procedures before any damage was 
incurred.  

Institutional Controls: Finances and Administration

The College has adequate controls in place to cover cash management (collection of tuition, fees, 
accounts payable), the management of student records, the procurement process (approval and 
administration of purchases and contracts), and various Board operations (Auxiliary Services 
Corp, Student Activities Association, and Children’s Center). Audit and management reports 
confirm the effectiveness of the controls. Documents that define policies related to controls are 
readily available from the University at:
http://www.cuny.edu/about/administration/offices/bf/iams.html.

The Role of Integrated Planning

As we confront the challenges of adding full-time faculty; providing classrooms, labs, offices and 
other facilities; improving retention and student success generally; improving the quality and 
size of the graduate programs; and expanding our programs in the liberal arts--in short, as we 
pursue the Master Plan Goals and Critical Choices agenda--the key to success will be an 
integrated planning environment. More than anything else, planning holistically impresses on 
 everyone the limits inherent in any organization as the interconnections among units and goals 
are laid bare. The pursuit of even one goal imposes demands on other parts of the organization 
which in turn inhibit the pursuit of others. The College is a web of interconnected parts, and the 
 challenge is to achieve a dynamic balance. If the goal is addition, it will often require 
subtraction at the same time. Overall growth is possible of course, but it must occur with 
consideration of the whole.

Our integrated planning effort is less than fully developed. We have linked together discussions 
of the budget, enrollment, academic planning, student affairs, space, and facilities. We have a 
conceptual framework for tying everything together which has allowed us to focus on space 
limitations and, as a consequence, on enrollment, which in turn impacts the budgets for 
academic planning and everything else, but we are still in the process of putting all the pieces 
together. We know that the academic program is at the heart of the enterprise, but enrollment 
drives the budget so we are facing squarely the issue of how large the college can or should be in 
the near term, and the answer to that question is imbricated in a host of other questions and 
answers having to do with space, the nature of academic programs, the delivery mode of 
instruction, student success, the academic profile of the students who come to John Jay, 
academic support services and so on. Concerted planning is not easy, but it’s a habit we must 
acquire.

As John Jay embraces the future through a more sophisticated and challenging approach to 
planning, we are encouraged by our successes in the past. Our effectiveness is evidenced by the 
deliberate transformations of the College from one

- ...that was largely a lower-division institution at the undergraduate level, in terms of the 
  number of students and curriculum structure, to an all-baccalaureate institution with a 
much more even distribution of students across the four years and with a curriculum that is 
much more balanced in terms of lower and upper division courses.
- ...that had very little research going on to one that generates $15 million to $20 million 
  annually in grant funding
• ...with no history of fund-raising to one with a $50 million capital campaign and a Foundation Board, headed by Jules Kroll, ready to set an example of giving generously to the College.
• ...with a reputation for vocational training to one with a growing reputation for liberal learning
• ...where most of the classes were housed in a converted factory built in _____ to one with a 620,000 square ft complex overlooking the Hudson, designed by Skidmore, Owings, and Merrill.
• ...with 12,470 students in 2005 to one with more than 15,000 students in 2012.

Such transformations do not occur by accident, especially when one considers that most of the changes took place in fewer than seven years. The challenges were significant, especially the financial ones. Much of the money came from CUNY, but the planning had to justify the investment before CUNY would commit. The Chancellor placed a bet on the quality of the vision and on the determination to see it through, and the results have proved the wisdom of that decision.

Strengths:

1. The College has a sound system for developing recommendations to the President on the Financial Plan.
2. Student satisfaction with access to computer technology is the highest in CUNY.
3. We have a very fine new academic building.
4. We enjoy the financial support of CUNY and the State for most capital projects.
5. Given the legislature’s decision to return the revenues from the tuition increases to CUNY, we have a predictable and positive financial planning environment for the next several years.

Concerns:

1. Personnel funded by the Student Technology Fees absorb much of the buying power of that funding stream, and as a result the technology fee budget may not be able to keep up with demands on it.
2. There is great pressure on our space facilities, and we will lose North Hall in two years.
3. The College is good at adding initiatives but less inclined to delete them in the name of institutional renewal.

Recommendations:

1. The College should follow through with plans to remove tech personnel from student tech fee funding in order to free up funding for additional tech projects and to save the cost of fringe benefits.
2. The College should more aggressively pursue integrated planning.

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1 The Compact program began in 2008 with state funds—not tuition— but it lapsed before the recent tuition increases.
2 For fall 2011. The average for CUNY senior colleges was 46.2% that semester.
3 Includes temporary faculty, lecturers, counseling faculty, and librarians, as well as tenured and tenure-track faculty.
4 Even without growth the new building would have left the College in a space deficit compared to the other CUNY colleges.
5 The group leading the effort consisted of two vice presidents, deans, an associate provost, and directors; it has met weekly since it was established in October 2011.
6 John Jay is rated number one among all senior, comprehensive, and community colleges on “Student satisfaction with access to computer technology” in the 2011-12 University Performance Management Process, p. 57.
7 See Chapter 9 for further details on ACE.
Chapter Three
Standard 4: Governance • Standard 5: Administration • Standard 6: Integrity

Expectations for Standard 4: The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Expectations for Standard 5: The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance.

Expectations for Standard 6: In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

CUNY and College Governance

John Jay College of Criminal Justice operates within a multilayered framework which encompasses state requirements, a university-wide governing board, as well as an internal governance process. As with all colleges and universities in New York State, our governance structure is dictated by the New York State Education Law, the Regents Rules and the Regulations of the Commissioner of Education. Within this statutory structure, John Jay College of Criminal Justice is a member institution of the City University of New York (CUNY). CUNY is governed by the policies and procedures established by its 17- member Board of Trustees. The Chancellor is the chief executive, educational, and administrative officer of CUNY. The primary governance documents for the University are the *Bylaws of the Board of Trustees* and the *CUNY Manual of General Policies*. CUNY Bylaws establish a University Faculty Senate “for the formulation of policy relating to the academic status, role, rights, and freedoms of the faculty, university level educational and instructional matters, and research and scholarly activities of university-wide import,” subject to guidelines, if any, established by the CUNY Board of Trustees. John Jay has eight elected representatives on the University Faculty Senate. John Jay’s student body also has elected representation on the University Student Senate. In addition, CUNY colleges are subject to the collective bargaining agreements entered into between CUNY and the various unions.

Pursuant to the CUNY Bylaws, each member college has a president who reports directly to the Chancellor. Among the duties of college presidents listed in CUNY Bylaws are the responsibility for the “general superintendence over the facilities, concerns, officers, employees, and students of his/her college” and for “conserving and enhancing the educational standards and general academic excellence of the college.” The Board of Trustees further recognizes “the historic tradition which vests both the privileges and responsibilities of academic governance in the faculty of a college.” The CUNY Bylaws delegate to each campus the responsibility to develop a governance plan consistent with the principle of shared governance. All college governance plans are subject to adoption by the CUNY Board of Trustees.

Governance at John Jay
The local governing body at John Jay is the College Council. In 2006, under the leadership of the new President, the College community met to discuss whether the Charter, which had been adopted in 1972 and amended in 1992, reflected the College's then current view of shared governance and whether its structure enabled the College to realize its strategic goals. Over the course of two years, faculty, staff, students and administrators debated and worked together to build a stronger governance structure that re-affirmed the core values of the College, established a strong structural foundation, and promoted greater efficiency, accountability and transparency. Robust discussions, debates, productive consultation and negotiations took place among shareholder groups including the Faculty Senate, Council of Chairs, Higher Education Officers (HEO) Council, Student Council, and Executive Staff, that led to a restructuring of College governance.

In May 2008, the College Council ratified a revised Charter of Governance that aligns more closely with our aspirations for good governance at John Jay and at the same time adopted for the first time a set of Bylaws. Vital partners within the governance structure were formally recognized in the new Charter, including the Faculty Senate, Council of Chairs, Student Government, and HEO Council.

Set forth below is a summary of other significant Charter changes adopted in 2008:

- The composition of the College Council was changed to reflect the importance of faculty in the development of academic policies. The 1992 governance plan allocated 28 out of 56 seats to faculty. The 2008 amendments allocated 42 out of 69 College Council seats to faculty.
- The Provost’s Advisory Council was established to formalize a stronger relationship between the Provost and the chairs of academic departments and the President and Vice President of the Faculty Senate.
- A formalized governance structure for graduate programs was established, including a process for the selection of faculty teaching in these programs, an election process for directors, and the adoption of program bylaws.
- Previously, the College Personnel and Budget Committee permitted faculty, students, and administrators to vote on faculty personnel decisions and to review the College budget. The new Charter separated the faculty personnel review process from the budget process and connected the allocation of resources to planning with the creation of the Budget and Planning Committee. It also established two subcommittees of the BPC meant to serve as working groups: the Financial Planning Subcommittee and the Strategic Planning Subcommittee.
- The new Committee on Faculty Personnel included for the first time the Dean of Research and six elected at-large full time tenure track faculty members, three of whom serve as regular members and three as alternates.
- The former College Undergraduate Curriculum Committee and the Undergraduate Academic Standards Committee were merged into one to strengthen the connection between undergraduate curriculum and academic standards.
- The Council of Undergraduate Major Coordinators was established to review programs and facilitate the work of the Office of Undergraduate Studies in areas such as assessment of learning and faculty advisement in majors.
- Department bylaws and graduate program bylaws were required.
- A rational and workable method was established for academic departments to be created, divided, or merged.
The structural changes required by the 2008 Charter of Governance have been, for the most part, successfully implemented over the past three years. Some reforms have taken longer than others. For example, in May 2011, after over two years of concerted effort, all academic departments and graduate programs submitted bylaws that were approved by the Executive Committee of the College Council. However, the process of reviewing, debating, and voting on these bylaws had the beneficial effect of expanding awareness of and participation in the College governance process.

We believe that the new Charter structure has helped to promote greater transparency and has facilitated the decision-making process at the College. By realigning targeted governance functions, the new structure brings the right group of constituents to the table to address common issues of concern. The Provost’s Advisory Council and the Council of Undergraduate Major Coordinators are good examples of Charter-mandated structural changes that have supported more open communication and input into the governance process. The success of the Charter revision that provides a process for the creation, merger, division, and termination of departments was demonstrated by the

- creation of a Department of Philosophy from the previous Department of Art, Music, and Philosophy;
- creation of a Department of Criminal Justice with faculty from six academic departments;
- creation of a Department of Communication and Theater Arts through the merger of the Department of Communication Skills with the Department of Speech and Theater; and

Data from the spring 2009 survey by the UFS suggested at the time that we were moving in the right direction in terms of transparency and participation. According to that survey, 58% of John Jay faculty agreed or strongly agreed that they had influence on College policies. Although there was certainly room for improvement in this regard, the John Jay rate of agreement was much higher than the average for faculty at CUNY senior colleges – only 41%.

John Jay’s approach to General Education reform demonstrates how a commitment to inclusiveness and transparency in governance enhances educational outcomes. The General Education Task Force began its review process with an open invitation to faculty to attend workshops about the goals and practices of General Education. Faculty volunteers then attended workshops at which they shared experiences as teachers of General Education and were given an opportunity to work in small, interdisciplinary groups to plan a hypothetical General Education course. Altogether, almost 200 faculty members representing all 20 academic departments existing at that time participated in this consultative process. The General Education Task Force used this broad-based conversation about the purpose, goal, and strategies of our General Education program to develop its recommendations and to work through our governance bodies to enact reforms. We believe that this wide-ranging level of consultation was reflected in our faculty’s responses to the 2009 survey by the UFS which reported that 69% of John Jay faculty agreed that they have influence on the direction and development of curriculum as compared to 66% CUNY-wide.¹
Our governance structure has also served the college’s academic goals well through the work of the newly created Undergraduate Curriculum and Academic Standards Committee (UCASC). Prior to the Charter amendments, the College had an Undergraduate Curriculum Committee and a separate Undergraduate Committee on Academic Standards. Under the old structure, the Undergraduate Committee on Academic Standards was unwieldy and ineffective. Attendance at meetings was so low that the committee often failed to reach a quorum, making it difficult to carry out critical business. Merging the Undergraduate Curriculum Committee and the Standards Committee into UCASC has increased efficiency. The larger committee is now comprised of several smaller, more agile and active subcommittees that are working productively, including a subcommittee on academic standards. As a result, the faculty has been very engaged in generating new policies on academic standards, new courses, course revisions, programs, and majors. The newly constituted Committee has been able to produce a voluminous amount of work both effectively and expeditiously.

As a result of the Charter change, with an increase in membership from 37 to 48, the Faculty Senate has provided more opportunity for faculty engagement. Even prior to 2008 the Senate has always provided a valuable forum for deliberation on a huge range of subjects, from class size to prerequisite checking and enforcement, to our Master Plan and Middle States. The body has communicated on behalf of the faculty to the Chancellor and Board of Trustees about our budget allocation, space needs, sexual harassment policies, and a host of other issues. Created in 1986, the Senate is approaching its 400th meeting and has always garnered a quorum.

The Charter of Governance also promotes communication, consultation, and transparency by requiring that the President meet with the Faculty Senate and the Council of Chairs at least once a semester to discuss issues of mutual concern. The President complies with these requirements and in addition attempts to attend a regularly scheduled Faculty Senate meeting once a month, regularly meets with the President of the Faculty Senate, meets with the HEO Council and non-instructional staff on a yearly basis and schedules regular meetings and lunches with student groups and leaders.

Governance and its Challenges

A recent governance issue that has been the source of conflict between the faculty and the administration exemplifies the complicated governance structure of CUNY which requires local governance to be subject to mandates of a centralized university administration. The CUNY Pathways initiative is a Board of Trustees policy which was adopted in June 2011 and which addresses CUNY-wide student transfer and the general education curriculum. The opposition of faculty to Pathways on a CUNY-wide basis has played out on John Jay’s campus just as it has on the other CUNY campuses; the presidents are mandated to implement the Board of Trustees policy, but the faculty had resisted approving the requisite curriculum design and courses. When the John Jay Curriculum Committee failed to obtain sufficient votes to approve the Pathways “College-option,” fashioned by its General Education Subcommittee in spring 2012, the College President conferred with the Provost’s Advisory Council, and following that consultation sent the Subcommittee’s proposal directly to the Chancellor, even though no governance body other than the subcommittee had approved it. The Faculty Senate passed a resolution condemning the President’s action in doing so, and the Council of Chairs passed a resolution criticizing the actions of the Chancellor, which necessitated the President’s decision.

Another example of friction between CUNY and College governance was the selection of an Honorary Degree recipient, an incident that further illustrates the complexity of the governance
structure of CUNY. In accordance with the CUNY Bylaws and Board of Trustee guidelines, the College’s procedure for the selection of degree recipients is the responsibility of the faculty. Selected nominees are submitted by the Faculty Senate for approval to the College President, then to the CUNY Chancellor and finally to the CUNY Board of Trustees. Although the CUNY Board of Trustees initially declined to approve John Jay’s selection of a 2011 degree recipient (the Pulitzer prize-winning playwright Tony Kushner), who was perceived by some as a controversial figure because of his political views, immense pressure from the faculty of the College (as well as other CUNY campuses and well-known individuals internationally) led to the Board’s reversal, and the College conferred the degree on Mr. Kushner.

Maintaining communication, enhancing consultation, and increasing the transparency of governance structures is part of a continuing process. The first step in that process is to disseminate the work of the College Council. To that effect, the Secretary and the Executive Committee of the College Council are intent to ensure that all College Council policies, and their implementation dates, are made public. These policies, as well as the agendas and minutes of the body and its committees, can now be accessed on our website, although dissemination is not consistently timely.

Governance of Academic Departments

The primary governance role of a department chairperson is the “chief executive officer” of his/her department. Chairpersons are pivotal to the effective administration of departments, the development of the faculty, the advisement of students, and in department and college-level personnel actions related to reappointment, tenure and promotion. Departmental chairpersons are expected to carry out their executive officer role in a manner consistent with the Charter of Governance, CUNY Bylaws, and their department’s by-laws.

Departmental chairpersons annually prepare a written assessment of their department’s progress during the previous year under their leadership and meet during the summer with the Provost for a performance review. Following this meeting, Departmental Chairpersons receive from the Provost a written account of the meeting, including documentation of the strategic goals and plans for the Department established in the annual review meeting. Topics are discussed, and progress is tracked on a variety of issues including faculty evaluations, supervision of adjuncts, resource allocation, academic programs, post-graduate outcomes, assessment, and tracking student progress. Chairs are strongly encouraged to share these letters with the faculty in their departments. Chairs who have received negative performance reviews are asked to submit a mid-year report in January and to meet again with the Provost to review progress in addressing performance deficiencies. This annual chair review process holds Departmental Chairpersons responsible for carrying out their strategic goals and plans. To judge from a sampling of the letters Chairs have done an excellent job overall, but exceptions are noted.

Each department schedules regular meetings to discuss a proposed agenda. According to the spring 2009 survey by the UFS, 80% of John Jay faculty agreed that department meetings allow for all participants to share their views and 72% agree that they are full and equal participants in department problem-solving and decision-making. This is slightly higher than the CUNY average. Only 58%, however, agree that they have a voice in how resources are allocated. Each department holds elections to select its chairperson, its department personnel and budget committee, as well as representatives on the College Council, Faculty Senate and, where applicable, UCASC.
Chairpersons have expressed concern that their effectiveness can be hampered by limited information and control over budget allocations and the distribution of administrative staff. The Council of Chairs has also expressed concern about insufficient consultation before decisions are made by the administration. The 2006 Report of the Task Force on the Role of Chairs acknowledged that chairs “face a significant number of hurdles (administrative, fiscal, policy, and status) that interfere with their abilities to carry out critical functions.” The College has made certain changes to enhance the effectiveness of chairs and their departments and to increase the impact of the chairs on decision-making. For example, academic departments now administer individual budgets and have undertaken multi-semester class schedules. The funding for academic travel to conferences, previously controlled and administered by the Office of the Provost, has been moved entirely under the control of departments, with annual reports to permit oversight. In collaboration with a small group of chairs and the President of the Faculty Senate, the Provost developed and now follows a formula for the allocation of reassigned time for departmental administration that ensures a fair distribution of reassigned time among the departments based on factors like size and number of majors. Finally, the Provost is developing a staffing plan for increasing the administrative staff in departments that are currently understaffed. To improve the level of consultation with chairs, the Provost has added a standing item to the agenda of the Provost’s Advisory Council: Faculty/Chair Matters. The Budget and Planning process has also been revised to allow more time to consult the chairs through the Budget and Planning Committee before decisions are made.

Administration

The College executive leadership team is comprised of the President and his vice presidents: the Provost and Senior Vice President for Academic Affairs, the Senior Vice President for Finance and Administration, the Vice President for Student Affairs, the Vice President for Enrollment Management, the Vice President for Marketing and Development, and the Assistant Vice President and Counsel. Each was hired following search procedures that included consultation with faculty, staff, and students, where appropriate. As evidenced by their resumes, executive staff members bring strong leadership qualities and the qualifications necessary to prepare them for carrying out their responsibilities at the College. Although the executive roles of the vice presidents are clearly defined, as are their lines of authority, significant collaboration across divisions is frequently required to achieve our organizational goals.

The President reports to the CUNY Chancellor, who conducts a formal evaluation of him annually. The President meets weekly throughout the year with his executive team and schedules regular one-on-one sessions with each member. Agendas for these meetings are derived from the Master Plan, strategic priorities, budget planning, action items requiring cross-divisional support, as well as required informational updates. The President also meets regularly with his Cabinet, which includes academic deans, all members of the Executive Compensation Plan and a number of program directors. These meetings are a useful forum to disseminate important information and to elicit staff input and collaboration.

In response to the need to increase and broaden our channels of communication and insure transparency in our business practices, in 2008 the College instituted an electronic Compendium of Policies and Procedures that can be accessed from the intranet webpage entitled Inside John Jay. The Compendium provides faculty and staff with ready access to important information, and it enhances efficiency and supports the College’s compliance with laws and regulations. The need to revise this information is critical, and it has not always been
clear who is accountable for its maintenance. The Compendium is presently being updated
through the collective efforts of the Vice Presidents and revised to capture the most recent
changes in administrative and academic policies. We expect that the revisions will be completed
by spring, 2013, and that updates will be made on a timely basis going forward; the Office of
Legal Counsel has responsibility for ensuring compliance with that expectation.

Members of the Executive Compensation Plan are required to establish annual strategic
priorities that align with the Master Plan and the PMP. By using year-end results from the
PMP, the Master Plan Report Card, and other data, annual evaluations keep Divisions on target
for meeting College objectives. These tools detect areas of strength and weakness in each area
and for each ECP member. In interviews conducted for the purposes of the Self-Study, the
executive leadership identified numerous obstacles in carrying out their strategic priorities. The
most common concern they noted is understaffing within their Divisions. Given the enormous
transformation the College has been undergoing during a time of budget austerity, their
divisions are required to do much more with much less. It is not uncommon for staff to be doing
more than one job at a time, as positions are not searched or go unfilled, increasing the burden
and workload on existing staff. Challenges are exacerbated by an over-reliance on part-time
staff, less funding for administrative support than at other CUNY campuses, and minimal
opportunities for staff professional development. As a result, we frequently lose talented
individuals (e.g., tech staff). In spite of the obstacles, the College has made remarkable
progress toward its goals.

The administrative structure of the College is somewhat unusual for its size. There are no
“schools” of related disciplines; there is a Dean of Graduate Studies and a Dean of
Undergraduate Studies, but all Department Chairs and Graduate Program Directors report to
the Provost. Thus the Chairs and Directors work on some matters with the Provost and on other
matters with their Dean, and on yet other matters there may be joint efforts with the Provost
and Deans; faculty hiring is controlled in the Provost’s office, but academic advising of students
and retention efforts, to cite just two examples, are handled through the Deans’ Offices. On the
undergraduate level, the “Major Coordinators” (normally not the Chair) work closely with the
Dean on various matters pertaining to the administration of the major, while the Chairs work
more often with the Provost.

Institutional Integrity

John Jay College strives as a community to act with integrity and maintain the respect of the
public and the constituencies it serves through consistent, equitable and ethical action. The
College adheres to its own (and CUNY) policies and seeks to act in accordance with ethical
standards, to uphold the principles of academic honesty, to nurture and protect the academic
and intellectual freedom, diversity, and dignity of all members of the College community.

The policies that govern the actions of the College are published on the College and CUNY
websites (e.g., Student Complaints about Faculty Conduct in Academic Settings Policy;
Statement of Non-Discrimination) and appear in the annual College Bulletins (print and online;
e.g., CUNY and John Jay Policies on Academic Integrity). Policies are reviewed and assessed
individually. For instance, in June 2011, the CUNY Board of Trustees adopted a revised Policy
on Academic Integrity, as described below, which revises the 2004 policy “to reflect evolving
legal requirements, practical considerations and technological advances”
To monitor and coordinate College policies we created in 2004 an Office of Legal Counsel, which oversees labor relations (e.g., grievances, contract issues), affirmative action in relation to hiring (e.g., charging search committees with requirements), sexual harassment complaints (e.g., training, addressing complaints), compliance with state and federal regulations (e.g., financial disclosure), contracts (e.g., use of John Jay facilities by outside groups), and other legal matters. This has increased the efficiency and professionalism of the College in dealing with legal concerns, as two attorneys work at the College full-time to address all legal matters in a timely fashion. The Office of Legal Counsel has a web presence on the intranet with links to legal policies and procedures, and the Office is creating a public website that will in the near future provide greater information on staff and responsibilities.

Academic Freedom

John Jay is committed to a culture of academic freedom, as elaborated in the CUNY Academic Freedom Policy. The CUNY Chancellor’s 2005 Statement on Academic Freedom asserts: “At CUNY, our commitment to academic freedom is well established and firmly held. As a university that prides itself on diversity and access to opportunity, we hold in the highest regard policies and principles that guarantee an open and tolerant academic exchange. That exchange is vigorously protected and defended.”

Evidence of the College community’s commitment to academic freedom is revealed by the 2010 COACHE survey of John Jay pre-tenure faculty which found that newer faculty were satisfied, on average, with the degree of influence they have over the focus of their research/creative work and in the discretion they have over the content of their courses, and were comparable to peer institutions on these items, while 92% of John Jay faculty agree that they have authority to decide content and method of instruction in their courses. Most recently, the 2012 COACHE survey of tenured faculty found that academic freedom was rated as one of the best aspects of working at John Jay (14% of respondents; ranked 4th among peer institutions, 40th among all institutions).

Research Integrity

John Jay adheres strictly to the CUNY policy on Research Misconduct directed toward integrity in the conduct of research activities and the disposition of allegations of such misconduct. The policy defines research misconduct as well as steps to be followed when such allegations are raised. The College’s Office of Sponsored Programs reports that no such cases have been forwarded in the past two years, during the tenure of the Interim Associate Provost and Dean of Research.

In addition, the College complies with federal laws and procedures regarding the ethical treatment of human subjects through the CUNY Institutional Review Boards (IRB). Research that requires full board ethics review is handled by one of five CUNY-wide review boards. Exempt and expedited review protocols are reviewed locally by the College’s IRB Chair.

All individuals who conduct research with human subjects complete web-based ethics training every three years. In addition, the College provides Responsible Conduct of Research (RCR) and Conflict of Interest (COI) training for students, trainees, and faculty engaged in research, which is required for federally-funded research, and documents individual researchers’ RCR efforts.

Conflicts of Interest
Faculty members and staff also comply with the CUNY Conflict of Interest Policy and the New York State Public Officer’s Law that detail explicit policies and procedures to address potential conflicts of interest. The goal of the policy is to ensure that all CUNY “activities shall be conducted in accordance with the highest standards of integrity and ethics and in a manner that will not reflect or appear to reflect adversely on the University’s credibility, objectivity, or fairness.” To facilitate this aim, qualifying faculty and staff complete Multiple Position Forms (MPF), Honoraria Reports, and the Annual Statement of Financial Disclosure (ASFD) issued by the New York State Joint Commission on Public Ethics, to ensure academic and fiscal integrity. These forms are collected and monitored by the Office of Legal Counsel (ASFD by the Ethics Officer) and the Provost (MPF) to ensure full compliance. In addition, to qualify for federal funding, conflict of interest training is overseen by the College’s Conflict of Interest Office, through the Office for the Advancement of Research.

Student Disciplinary Action

Policies and procedures for addressing matters of student conduct are readily available on the College website. The Student Disciplinary Procedure is governed by the CUNY Bylaws. The procedure can be initiated by a public safety incident, faculty, staff, or student written complaints or allegations (e.g., alleged Academic Integrity violation), or directly by the Dean of Students (DOS). Complaints are investigated by the Office of the DOS and, if warranted, are referred for a disciplinary hearing before the Faculty-Student Disciplinary Committee.

In spring 2011, there were 29 disciplinary incidents addressed in the Office of the DOS (not including the high volume of turnstile infractions that are recorded separately). Classroom disruptions, which have represented the largest number of disciplinary infractions over the past few years, made up 38% of these cases. Of these 29 complaints, 48% were handled by having students sign Behavioral Contracts, 34% were resolved by other means, 7% were resolved by the DOS, and 10% were heard and adjudicated by the Faculty-Student Disciplinary Committee.

Academic Integrity

CUNY’s revised Policy on Academic Integrity (AI) provides additional due process protections to students, clarifies appropriate procedures and sanctions for violations, further guarantees “a collaborative process between faculty members and each college’s Academic Integrity Officer,” notes the importance of online resources for promoting academic integrity, and seeks to improve cross-campus consistency and to address the issue of students enrolled in multiple CUNY campuses.

In compliance with the AI policy, the College attempts to inform and educate the community about academic integrity during new faculty and student orientations, via maintenance of an electronic plagiarism prevention service, and by publishing the policies in the Undergraduate Bulletin, Graduate Bulletin, Student Handbook, Faculty e-Handbook, Orientation Packet for New Full-time Faculty, and Orientation Packet for New Adjunct Faculty. The policy also appears on course syllabi (as required by the College’s model syllabus). In addition, the College maintains a web page that provides the policy summary as well as information about student, faculty and administrative responsibilities under the policy, along with reporting forms and documents.
Under the current system, from spring 2008 to spring 2011, nearly 200 cases of alleged academic integrity violations were reported to the Academic Integrity Officer. Informal sanctions (e.g., an agreement between the faculty member and student) were used to address the overwhelming majority of cases and included: reduced grades, memoranda of understanding, referrals to resources on campus, and retaking of courses. From among these cases, 12 that were more severe in nature were referred to the Dean of Students for either formal or informal adjudication. (Cases in which a faculty member seeks a disciplinary sanction, versus an academic sanction only, are referred to the College’s AI officer, to be adjudicated by the college Faculty-Student Disciplinary Committee.) Matters included offenses such as forgery, theft of faculty property, and repeated offenses. Of the 12 AI hearings, 8 (66%) resulted in suspension, 3 (25%) resulted in warnings, and 1 (8%) resulted in expulsion. In fall 2012, after the placement of the Academic Integrity Officer in the Office of Academic Affairs, 42 cases were reported between June 2012 and January 2013, a much higher rate than in the past, which suggests that the move to Academic Affairs was a good one. Most cases do not reach the Faculty-Student Disciplinary Committee, but academic disciplinary actions are taken instead.

**Student Complaints about Faculty Conduct in Academic Settings**

While the College protects faculty members’ academic freedom, CUNY provides a procedure for students to lodge complaints against faculty for issues not covered by academic freedom (or other policies). The procedure, detailed on the website and in the *Bulletins*, suggests informal resolution if possible. If not, formal complaints are investigated by a fact-finder who produces a written report with findings and recommendations, and either party may appeal the findings. Since its adoption in February 2007, the College has been able to address student complaints about faculty in academic settings in a more formal and systematic manner. Since 2007, only three cases have been heard by the College appeals committee for these matters. Most complaints are resolved informally at the department level with the assistance of the department chair. Cases requiring more serious intervention are handled through alternative mechanisms.

**Student Safety**

As a means of addressing student mental health needs and insuring the safety of the campus community, the College has implemented a “Behavioral Intervention Team.” Activities of the team include wide and frequent dissemination of resources to faculty, including a “Quick Guide to Reporting,” “Mental & Behavioral Health Concerns or Risks,” and an extensive “Emergency Response Guide.” In addition, these resources can be reached on the College website through numerous links, making them more accessible should a crisis arise.

**Facilitating Student Degree Progress**

John Jay is dedicated to the goal of moving students through the College in a timely fashion. Students are provided with the information they need to meet their degree requirements. Requirements for all majors and programs are provided in *College Bulletins* (print and online) and can be accessed via major/minor/program web pages. Students also can access academic advisement for general requirements, and they can access major/minor advising through visiting the appropriate departments. Students also have access to degree planning software that allows them to track their progress toward completion of their degree, as well as explore other options (e.g., “What if I changed from criminal justice to a forensic psychology major?”). Only 12% of students indicated dissatisfaction with this online advisement. Similarly, students express satisfaction with most of the services needed for timely degree completion (e.g., library
services (84%), tutoring services (59%), and computing resources (72%). Nevertheless, many students report insufficient academic support for degree planning; plans to enhance advising are discussed in Standard 9.8

Second to academic support, about 18% of students indicate that course availability is the most important factor the College can address to help them graduate. However, 67%, the highest level among senior colleges, indicated in the 2012 CUNY Student Experience Survey that the College generally offered courses when students could take them (compared to 61% Senior College Average). Students indicated that they would like the College to offer more fully online courses (44%) and more weekend classes (32%). Challenges for the College, however, arise in having sufficient faculty to staff and students to fill such sections, especially for the newer and smaller programs and for interdisciplinary programs, whose faculty serve multiple departments. There is also a distinction to be made between courses students want (i.e., timing is flexible) versus those that they need (i.e., not taking them slows student progress)—and between not being able to register and choosing not to register because the time is not preferred. Faculty notes some “consumeristic” quality to student schedule wants, some of which are not realistically accommodated given institutional constraints.

Nevertheless, the College has made significant efforts to streamline the scheduling of courses to maximize enrollment in scheduled sections. For students, this results in fewer under-enrolled sections, with fewer choices for scheduling. But it results in significant savings to the College, in terms of fewer sections needing to be staffed and fewer sections cancelled due to low enrollments, which is disruptive for faculty and students.

It does not seem that course availability or scheduling necessarily play any role in retarding graduation. John Jay first-time freshmen graduate with a mere 3 excess credits, on average (5 credits for all graduates), compared to the CUNY senior college average of 7 excess credits for first-time freshmen (9 for all graduates).

Fairness

The College strives to maintain fairness and diversity in personnel actions. CUNY has developed a uniform set of policies and procedures for all of its campuses to insure that the colleges comply with all legal requirements, including the Non-Discrimination Policy and a Policy Against Sexual Harassment. These policies can be found on the John Jay website and are included in the Graduate and Undergraduate Bulletins. In addition, each member of the faculty and staff receives a copy of the President’s yearly letter which emphasizes this area as a college priority.

Efforts to comply with these policies and to promote a culture of inclusivity were reenergized with the hiring of a new Affirmative Action Officer whose professionalism has encouraged a new era of compliance, discretion, and integrity. For example, a new sexual harassment awareness campaign has resulted in a record number of John Jay employees taking an online training course on the topic. Only 166 employees completed the course in the 2009–2010 academic year. That number increased to 683 in the 2010–2011 academic year.

Before an interview process begins, the Affirmative Action Officer reviews the candidate pool to be certain that it is inclusive of female and minority representation proportionate to the available labor pool. In addition, a Recruitment Plan must be filed by Administrative directors, Department heads, and other personnel responsible for hiring, prior to the start of the search.
This standardized protocol encourages recruitment of a diverse and appropriately qualified faculty and staff.

The College also aspires to fairness and diversity in promotion and tenure determinations. Yearly evaluations are conducted for faculty and HEOs which underscore areas of strength and weakness. Labor agreements also set out procedural mechanisms that allow employees to challenge negative personnel decisions consistent with due process guarantees. In response to concerns about transparency with respect to standards for tenure and promotion, the College Council issued a set of guidelines for faculty. Nevertheless, this area continues to be a concern. In the 2010 Employee Engagement Survey, only 42% of respondents indicated that the College’s policies for promotion and advancement are clearly communicated and only 38% indicated that these policies are fair. In addition, the 2012 COACHE survey of tenured faculty suggested that tenured faculty (particularly at the rank of Associate) felt there was insufficient clarity and guidance on nearly every aspect of the promotion process. Further efforts are being made to clarify standards for both junior and tenured faculty members, with the latter particularly in need of mentoring and guidance toward promotion.

Dissemination and Integrity of Institutional Information

John Jay posts its Self-Studies (past and present) and all other reports and materials for Middle States accreditation on its Intranet for members of the College community. Similarly, all Institutional Research reports, PMP management reviews, strategic planning reports, and other plans and reports of interest to the College community are available through the Intranet or the College website. New policies passed by the College Council should be disseminated in a timely fashion to the College community; however, as mentioned above, there is work to do before we can claim success in this practice.

Student Communication

John Jay is committed to maintaining an atmosphere and culture that is maximally conducive to student learning, growth, and success. To this end, we seek to insure students are aware of their rights and responsibilities as members of the College community, including providing them with an extensive list of College and University policies in the College Bulletin, which is updated annually and available on the College website.

The College needs to develop ways, including the use of social media, to better disseminate policy information. Nevertheless, 82% of student respondents indicated that they often or very often learned about events at John Jay via email (50% via the website; 37% via flyers). Minutes from all college-wide committee meetings are posted online, allowing transparent access to information for all interested students.

Institutional Research and Information

Various departments at the college create and distribute recruiting, advertising, and other public relations information (e.g., departmental newsletters) at the College. Their publications are updated on an as-needed basis, in general, which varies among departments. There is no common standard in regards to access or availability of such materials. Some offices have hard copies of their publications but do not post the updated materials on the website, while others do the reverse. Assessment of how well John Jay is represented by those materials is difficult since there are no surveys measuring this direct association. However, because materials are
updated often, they can be said to reflect the latest information, news, events, programs, etc., as far as the producing departments are aware. However, there is not a formal structure in place for vetting or reviewing such materials for accuracy, other than the periodic reviews for updates. In addition, online information has a longer lag-time for updating, as there is a single individual responsible for all web changes at the College, which can lead to delays for changes in announcements and other more time-sensitive information.

The Office of Institutional Research (OIR) administers and reports survey data. Their student and alumni survey reports are published and available on the public John Jay website on the Institutional Research and Outcomes Assessment page. All the survey reports, including faculty surveys, are published in Inside John Jay on the College website, Institutional Research page, accessible to the College community. Assuring accuracy is accomplished through regular review by the relevant offices. However, the challenge is ensuring that old web pages and information do not remain accessible when new information is added.

**Strengths:**

1. The President and members of the executive team are highly qualified for their positions, and the individuals meet often and work well together.
2. The administration generally enjoys a good relationship with faculty, and in cases where there are disagreements, both sides willingly meet to discuss the issues.
3. There is strong administrative support for monitoring and coordinating policies and issues of fairness and ethical behavior.

**Concerns:**

1. Student participation in governance bodies is often uneven.
2. Having divisions of Undergraduate Studies and of Graduate Studies may not best serve the interests of faculty and departments in a school as large as John Jay.
3. Information of all kinds, especially the Compendium of Policies and Procedures, is not disseminated effectively and consistently.
4. The policies on Academic Integrity are not known, or widely adhered to, among faculty and students.

**Recommendations:**

1. The College should promote greater clarity in communicating and facilitating access to College and CUNY policies and procedures, particularly for students and faculty.
2. The College should explore possible ways to realign the academic departments and administrators, for the purposes of improving communication and of better identifying and focusing resources on faculty and departments.
3. The College should ensure integrity of the website through administrative accountability as well as timely dissemination of College governance decisions and other important notices.
4. The College should increase education on academic integrity; specifically, it should train faculty in how to teach and monitor academic integrity, require accountability from administration responsible for implementing policies, and raise the prominence of the issue in the consciousness of the community.
5. The resources needed by Departments and by Department Chairs should be reexamined.
For a more complete analysis of the Pathways controversy, see Chapter Six on Faculty. But since that survey departments have adopted by-laws which may address this. It is all the more remarkable that student satisfaction levels with administrative and support services are the highest in CUNY.

Minor revisions to the Complaint policy were adopted in May 2010, following review by the CUNY Office of the General Counsel, through consultation with administrators and faculty (as per the original policy). The most significant changes allow Chairs to recuse themselves from investigations, and clarify that only students in a faculty member’s class or other academic setting may file complaints against the faculty member.

JJC adheres to all applicable Federal, state and city laws and regulations regarding non-discrimination and affirmative action in employment including Titles VI and VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972; the Equal Pay Act of 1963; Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990; The Age Discrimination in Employment Act of 1967; Section 402 of the Vietnam Veterans Readjustment Act of 1974; the Immigration Reform and Control Act of 1986; Executive Order 111246 as amended; New York Executive Law, Article 15, Section 296; and the New York City Human Rights Law, Chapter 1, Section 8-107.
Chapter Four
Standard Seven: Institutional Assessment

Expectations for the Standard – The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Institutional Assessment at John Jay College

John Jay College is effectively fulfilling its Mission and achieving its goals and objectives. Previous Middle States evaluations faulted the college for both failing to plan strategically and to assess systematically, but the College has developed a much greater capacity to define and assess its goals comprehensively in the last few years. With the Critical Choices Agenda in 2006 and the development of our most recent strategic plan in 2010, the College set clear, manageable, and measurable goals. At the same time, we have fully embraced institutional effectiveness through assessment to stay focused on our goals.

Institutional assessment has always occurred, but over the last ten years it has moved from episodic to systematic. There has always been a great deal of data about the institution, but we are now using it more intentionally in the service of assessment and program effectiveness:

- There was no assessment committee until 2011, but we now have an active one, led by faculty.
- The PMP was until very recently just an acronym for most people outside the higher levels of the administration. Even most members of the planning committees had never heard of it until two years ago, but it is now the subject of at least one major annual discussion in those groups, and key metrics drive actions.
- Data sets for the Chairs’ annual evaluations have each year become more strategically oriented and important in the discussions with the Provost.
- A Master Plan Report Card was created for the first time in 2012, and it is now available for everyone to see.
- The arrival of the latest NSSE results has prompted one of the “spring themes” in the Center for the Advancement of Teaching and discussion in the planning committees.
- The first administration of the Admitted Students Questionnaire in 2012 and use of the National Student Clearinghouse have allowed us to gauge our competitive position in student recruitment.
- We have defined and are now measuring the “critical functions” of the institution to serve as additional performance measures.
- When we joined the ranks of the CUNY Senior Colleges in 2010 we adopted them as competitive peers, and we now rate our performance against the Senior College Average on many metrics of the PMP.

In short, a new awareness of institutional effectiveness has taken hold at the College. There are more initiatives in the wings, but the changes in practice already in place need time to yield their full potential, as individuals become accustomed to thinking and operating in new ways. A robust culture of assessment is in the making.

The Assessment Environment: Structures, Processes, Data

Structures. The formal infrastructure for assessment includes the following elements.
Created in 2007, the OOA has a Director and an Associate Director (position approved in late 2012 and now being searched).

Chaired by a member of the faculty, the Assessment Committee includes professional staff, but seven of the ten members come from the faculty.

Each undergraduate major program has a coordinator for assessment, advising, and other matters related to the operation of the degree program.

With some overlap with the Major Coordinators, the Minor Coordinators play a parallel role for minors.

This group is made up of the Directors of graduate programs in addition to a few others; it effectively functions as an assessment committee for Graduate Studies.

At least 15 departments or programs have their own assessment committees. ¹

The last two points require further explanation. The Assessment Committee coordinates efforts for both student learning and administrative performance, although to date the emphasis has been on academic assessment. A single group with oversight and reporting responsibilities allows for the efficient sharing of information, plans, and best practices, and promotes greater

<table>
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<tr>
<th>Level</th>
<th>Structure</th>
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<tr>
<td>College</td>
<td>Office of Outcomes Assessment</td>
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<td>Created in 2007, the OOA has a Director and an</td>
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<td>Associate Director (position approved in late 2012</td>
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<td>and now being searched).</td>
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<tr>
<td>College-Wide Assessment Committee</td>
<td>Chaired by a member of the faculty, the Assessment Committee includes professional staff, but seven of the ten members come from the faculty.</td>
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<tr>
<td>Subcommittee for Assessment of Gen Ed</td>
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<td>Undergraduate Studies</td>
<td>Council of Undergraduate Major Coordinators</td>
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<td>to the operation of the degree program.</td>
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<td>Council of Minor Coordinators</td>
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<td>Graduate Studies</td>
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<td>This group is made up of the Directors of graduate</td>
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<td></td>
<td>assessment committees. ¹</td>
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**Processes.** Assessment, formal and otherwise, takes place across the organization, but some nodes of activity stand out:

- All academic departments have assessment plans and file annual assessment reports with the Director of Outcomes Assessment and the College-Wide Assessment Committee.
- Every five years or so each program undertakes a comprehensive Academic Program Review with an external evaluation. An action plan is developed, and there are follow-up discussions with the Dean and Provost.
- The undergraduate Dean meets with Departments annually to review progress on assessment.
- The Director of Outcomes Assessment provides guidance and feedback on a routine basis to all academic departments.
- Major Coordinators organize assessment for degree programs, and the Council is the principal forum of discussion of assessment matters for most of the academic departments.
- Each summer, the Provost has individual evaluation meetings with the Chairs, and assessment is a standard topic built into the template for such meetings.
- The College-Wide Assessment Committee prepares written feedback on assessment reports to departments, both academic and administrative.²
- Assessment occurs routinely in the context of administrative personnel evaluations.

The last two points require further explanation. The Assessment Committee coordinates efforts for both student learning and administrative performance, although to date the emphasis has been on academic assessment. A single group with oversight and reporting responsibilities allows for the efficient sharing of information, plans, and best practices, and promotes greater
campus awareness about the benefits of systematic and comprehensive assessment. The committee has broad responsibilities within the College.

The Assessment Committee has been effective in raising expectations regarding assessment across the campus, in part by writing a statement of guidelines and practices for assessment. The efforts of the Committee and the adoption of a more active stance on assessment by the College has resulted in much more systematic assessment efforts. Written plans and documented discussions of improvements are now the norm if not present everywhere. The Committee is fairly new and will need time to develop and balance its many functions. It has concentrated its efforts so far on responding to departmental assessment reports and developing the assessment guidelines and website.

Personnel evaluations are especially important for assessment purposes within administrative units. For example, the alignment of vice presidential strategies with the Master Plan and PMP is evident in their performance appraisal templates, against which they are evaluated by the President each year. The Vice Presidents in turn evaluate their ECP reports and Directors using templates aligned with Master Plan and PMP goals. In addition, administrative and support units have their own goals, objectives, and strategies (see, for example, those from Finance and Administration) that guide their performance, and many of them have developed formal systems of assessment (available in the assessment committee organization site in Blackboard), although we rely heavily on performance evaluations as the main drivers of assessment in administrative units.
Data. The principal sources of data (and alignment of goals) used for institution-related assessment are listed in the following table. Other reports and data are also used on an ad hoc basis.

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<tr>
<th>Goals for Institutional Effectiveness</th>
<th>Data Environment</th>
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<tr>
<td>Middle States</td>
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<tr>
<td>Fulfilling Mission and Achieving Goals (Standard 1)</td>
<td>Data Environment</td>
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<tr>
<td>Master Plan Goals</td>
<td>PMP Objectives for Goal 1: Raise Academic Quality</td>
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<tr>
<td>Mission Statement</td>
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<td>Vision Statement</td>
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<td>Evidence-Based Planning and Budgeting (Standard 2)</td>
<td>Data Environment</td>
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<td>Master Plan Goal 5: Institutional Effectiveness</td>
<td>PMP Objectives for Goal 3: Enhance Financial and Management Effectiveness</td>
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<tr>
<td>Using resources efficiently (Standard 3)</td>
<td>Data Environment</td>
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<tr>
<td>Master Plan Goal 5: Institutional Effectiveness</td>
<td>PMP Objectives for Goal 3: Enhance Financial and Management Effectiveness</td>
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<td>Providing effective governance (Standard 4)</td>
<td>Data Environment</td>
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<tr>
<td>Delivery of administrative services (Standard 5)</td>
<td>Data Environment</td>
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<tr>
<td>Master Plan Goal 5: Institutional Effectiveness</td>
<td>PMP Objectives for Goal 3: Enhance Financial and Management Effectiveness</td>
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<tr>
<td>Institutional Assessment (Standard 7)</td>
<td>Data Environment</td>
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<tr>
<td>Master Plan Goal 5: Institutional Effectiveness</td>
<td>PMP Objectives Goals 1 and 3</td>
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- PMP Year End Report
- Master Plan Report Card
- Academic Program Reviews
- Admitted Students Questionnaire Data
- NSSE Data
- Center Evaluations
- PMP Year End results
- Feedback from audits
- Quarterly budget reports
- [CUNY Budget reports]
- Annual Audits (A133)
- CUNY and John Jay Student Experience Surveys
- Finance and Administration Employee Survey
- Finance and Administration KPI's
- Mid-Year Reviews
- Administrative Unit assessment reports
- VP Performance Appraisal Templates
- PMP Year-End Report
- Assessment reports on student learning
- Academic Program Reviews
- Survey of graduates
- PMP Year-End Report
- NSSE
- CUNY and John Jay Student Experience Surveys
- NCAA Compliance Analysis
- Assessment Committee Annual Report
- Mid-Year Reviews
- General Education
Assessment report
- CLA scores
- COACHE Survey
- Center Evaluations
- Critical Choices Reports

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<th>Promoting Integrity (Standard 6)</th>
<th>All Master Plan Goals</th>
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Of the titles listed, there are six major reports that inform most of the assessment activity on campus: Performance Management Process Reports, Master Plan Report Card, Assessment of Student Learning, Critical Functions Measures, Administrative and Support Unit Assessment Reports, Academic Program Reviews. They overlap to some extent but each answers to a different set of concerns and questions. Brief descriptions are in Appendix 7.A.

Examples of Institutional Assessment in Action

The Master Plan, Critical Choices agenda, and PMP Goals and Targets provide the interrelated performance goals against which we measure our progress as an institution. What follows are some examples of key goals and assessment-driven strategies used to pursue them.

Our Critical Choices included the following goals:
- Shift our undergraduate programs to an all-baccalaureate population while maintaining enrollment, with an emphasis on transfer and graduate students
- Attract significant numbers of students to new undergraduate liberal arts programs.
- Attract undergraduate students with a stronger academic preparation (and the flip side: end reliance on students in need of summer remediation—“conditional admits”—to meet enrollment targets.)

Become for Undergraduates an All-Baccalaureate Institution. Steering through such a large change in the composition of the undergraduate student body has required nearly constant attention to the enrollment environment and to recruitment practices. The first graph in the next chapter illustrates the rapidly changing relationship between freshmen and the rest of the college as we moved to all baccalaureate admissions and maintained enrollment at a roughly constant level.

When the decision was made to become an all-baccalaureate institution in 2006, the Enrollment Management staff worked with Institutional Research on a multivariate regression model to determine the factors that shaped academic success for John Jay students. Working with the data generated from the model, with the University index for academic success, and with the Academic Standards Committee, the admissions staff recommended a sequence of stepped-up admission standards leading to all-baccalaureate admissions in fall 2010, with the provision that the standards would be reviewed each semester. As Enrollment Management followed the numbers they made the adjustments to the admissions targets based on decisions about the required SAT scores or high school GPA. Admissions targets in turn drove strategies such as the decision for the entering class of 2009 to introduce an Early Decision program in an effort to convert more applicants in the semester before the end of associate admissions. At the same time, new strategies were developed to communicate and interact with students much earlier than in the past. The overall effort anticipated the SPG initiatives that have become so important starting in fall 2011 (see Chapters 2 and 8). The result for fall 2009 was the largest freshman class in John Jay history. Other new strategies followed for the entering class in
Particular high schools became recruiting targets, new promotional materials were developed, and students were targeted in New Jersey and Connecticut. The series of decisions made between 2006 and 2010 that brought the associate admissions down to zero and replaced them with baccalaureate and transfer students was evidenced-based and goal-directed every step of the way. There was simply no precedent to guide the College somewhere it had never been before.

Among the objectives under Goal 1 of the Master Plan, Student Success, we are committed to

- Greater credit accumulation for freshmen and transfers in their first year
- Updated curricula and provide advising to support post-graduate success
- Better student services (See Appendix 7.C for discussion)

Credit Accumulation. We watch metrics for academic momentum, especially for freshmen, and here is one area needing attention, since the consequences for retention can be significant. Credit accumulation in the first year of study lags behind other CUNY campuses (See graph 4.1). John Jay students on average earn only 23.1 credits through the summer after their first year. We responded by hiring more academic advisors and promoting the summer and winter sessions as opportunities to catch up on credits or to get ahead with credits. In addition, we have looked carefully at the foundation courses in mathematics since data show that students have difficulty there. We have hired lecturers--full-time faculty--to staff the key course that has proved to be a stumbling block, MAT104, and we have hired a coordinator solely for the basic courses in math. Success rates in MAT104 are up, and we are hopeful that will translate into a greater first-year credit accumulation. Finally, we have begun to pilot an “Early Start” program for some students which invites them to begin some coursework in the summer before their first fall matriculation. Initial results indicate a dramatic improvement in terms of first-year credit accumulation.

Align Curricula and Provide Advising for Post-Graduate Success. Academic program reviews take place every five years; they include external evaluations which we use for program improvement. As valuable as such reviews are, we seek a more aggressive schedule and a deeper interaction with outside expert opinion. We have therefore just begun to cultivate “communities of practice” especially as they pertain to our graduate programs. The idea is to establish relationships with organizations whose interests align with our academic programs, and to that end we have met with representatives from the FBI, Homeland Security, the Department of State, and from the community of fraud investigators in the New York area. We come away
with knowledge of what these organizations are looking for in prospective employees in terms of coursework, cognitive skills, and experience, and we then adjust our curricula to develop those qualifications in our students as best we can. Our meetings also allow us to learn about internships, to publicize the research interests of John Jay faculty, and if possible to attract students from these groups. It is important that we maintain relationships with communities of practice in order to stay current with practices and issues in those communities; doing so affords us an almost continuous program of informal assessment for some of our academic programs. In the short time we have pursued these meetings, we have learned that the FBI prefers a strong liberal arts education and that all of our communities of practice value international experience, findings that will not be lost in our campaign to attract new students and inform current ones.

PMP and Master Plan Goals call for:
- Increased full-time faculty coverage of classes (PMP Objective 2)
- Strengthened institutional effectiveness: Mid-Year Reviews (Master Plan Goal 5)
- Enhanced financial and management effectiveness (PMP Goal 3) (See Appendix 7.B for discussion)

Increase Full-Time Faculty Coverage. We want as many students as possible, especially in the lower division, to see our full-time faculty in the classrooms. This has been a challenge, and we know exactly how much of a challenge because we rely on data to show us where we are. The PMP (Graph 4.2) tells us that relative to the senior colleges we are dead last in terms of instructional FTEs delivered by full-time faculty, and the gap has never been larger since at least 2006.

To understand the issue in terms of particular programs, we have developed a standard report that tells us to what extent full-time faculty teach in lower-division courses and in core major courses. For the first time in summer 2012 the Provost was able to discuss the deployment of faculty with data in hand during the annual evaluations of Chairs, who received the data in
advance. Where appropriate, that discussion item along with a recommendation appeared in the follow-up letters from the Provost to Chairs.

The PMP informs us that our veteran faculty now teach only slightly fewer hours on average than those at the other senior colleges (Graph 4.3), but the full-time faculty coverage metrics are still disappointing. The practical solution is to increase the number of full-time faculty, and we have a plan to do exactly that. (see chapter ___)

Mid-Year Reviews for Institutional Effectiveness. Another means of assessing administrative performance are the annual “mid-year reviews” which offer the President and executive staff the chance “to take a closer look at key operational areas, to share that information with colleagues in relevant areas, and to develop a set of action items that will improve service delivery for the students, faculty, staff and alumni of John Jay College.” The reviews, scheduled during the winter break, last about 90 minutes and feature Powerpoint presentations; they reflect the work typically of two to five offices selected each year by the President. The presenters are mid-level staff who do not normally interact with the President. During the presentation the President and others raise issues, and at the conclusion the President reviews a list of questions for follow-up, which are put in a letter to the relevant Vice President. The responses from the Vice Presidents are lengthy and often buttressed with extensive references to data. We include examples of letters by the President and responses from Vice Presidents for 2011, when four units made presentations: First Year Experience, Financial Aid, Accessibility Services, and Government Relations. Feedback from the President on the Vice Presidential responses occurs at Executive Staff Meetings.

The mid-year reviews are very effective exercises in assessment. For example, the President in his letter to the Provost of January 20, 2011, (see examples) asked for a comparison of retention rates of students in and out of learning communities; the letter in response a month later provided the study data requested, affirming the beneficial effect of learning communities. However, part of the findings indicated that two-year retention for students in freshman learning communities “began to converge with the rate of other students.” In other words, after the intervention ceased the positive effect waned as well. This observation at least contributed to the creation of high-impact practices in the second year, consolidated under a new the Office of Student Academic Success Programs (SASP).

Institutional Effectiveness and the PMP

We have just presented a few examples from the PMP, but it is worth looking at the process as a whole since the largest single institutional effectiveness exercise for John Jay is participation in the PMP. Based on CUNY PMP Goals and Targets which are announced each spring, the College prepares its own goals and targets for the coming year and submits them for review to the CUNY PMP office in mid-June. The central office will often have a comment or two about our report, and we make adjustments for a final submission at the end of August. In mid-June we submit an evaluation of our performance against the goals and targets that we specified a year earlier. Both the goal-setting and the performance evaluation for the previous year involve offices across the campus. In July the CUNY Office of Institutional Research and Assessment (OIRA) produces the PMP Year-End University Report for the previous academic year with data for all senior colleges, comprehensive colleges, and community colleges, so it is possible to benchmark performance within CUNY. The Year-End report tracks about 135 metrics, and although not all of them apply to all colleges it is, nonetheless, quite a substantial performance profile of institutional effectiveness and one that leads to action. 4
John Jay receives a personalized PMP evaluation from CUNY in the early fall; CUNY literally scores each campus PMP performance and assigns it to a quintile ranking, a rating that carries a great deal of weight in the Chancellor’s evaluation of the President. A follow-up letter from the Chancellor summarizes the evaluation and often raises questions about our PMP performance for the past year, and the Chancellor may have advice concerning the PMP goals for the following year. The President broadly conveys the results of the evaluation meeting to his Executive Staff and others, since there are always areas for improvement along with the good news. As a result of recent evaluations, it became clear that we needed to step up our efforts to understand and improve post-graduate outcomes for our students, and we are now tracking graduate and professional school test scores and taking extra care in conducting surveys of graduates. Another action area to emerge from the last Chancellor’s PMP review was retention and graduation rates for M.A. students. We were certainly aware of, and addressing, the gap between our metrics and those of the other senior colleges, but the issue has become more urgent, to the point that in fall 2012 we set up in effect a separate retention workgroup for Graduate Studies. The new relationships with “communities of practice” described above are also a response to enrollment stagnation and poor student outcomes in Graduate Studies. Of course, many offices respond to the PMP Year-End Report and to the goals and targets without an annual prompt from the President or Chancellor. With the VP performance appraisal templates explicitly aligned with PMP metrics, there is a built-in incentive to pay attention every day of the year.

Periodic review of the assessment process itself is also important. The role and definition of PMP metrics are reviewed from time to time, most recently in fall 2012, when a number of changes were proposed by the CUNY PMP Director and discussed by IR staff and PMP campus liaisons. At the campus level, the feedback loops that tie departments to both the Director of Outcomes Assessment and the Assessment Committee improve our processes of assessment as well as prompting departments to think about the substantive uses of assessment.

As a summary evaluation of PMP performance, Table 7.1 below lists key indicators that are part of the annual campus presentation of PMP results in the fall. Where appropriate, all indicators are scored as a Win or a Loss against the Senior College Average. The arrow in the right-hand column indicates the movement for John Jay relative to the previous year. The results show that John Jay comes up short in many respects compared to the “average” senior college; the benchmarking is a valuable exercise that highlights areas for improvement, although no individual item is a surprise. While most of the indicators are losses relative to the Senior College Average, John Jay has moved up in eight categories from the previous year and down in half as many, indicating substantial progress.

**Student Learning Assessment and Institutional Effectiveness**

Student learning is the prime dimension of institutional effectiveness. Our narrative for Standard 14 analyzes our assessment efforts and results from a programmatic point of view. From the larger, institutional perspective, we have taken appropriate steps to promote assessment and its use for program improvement. The College-Wide Assessment Committee identifies and promotes best practices across the college and individually addresses academic programs with constructive advice. The Office of Outcomes Assessment and more broadly the Office for Institutional Effectiveness provide administrative support to the Assessment Committee, and both work directly with academic departments and administrative units. A subcommittee of the General Education Committee focuses on institutional learning goals.

**Table 7.1**
Major and Minor Coordinators guide academic programs in constructing plans and analyzing assessment data. The Provost and Deans work with Chairs and Graduate Program Directors to reinforce the use of assessment results. Assessment in practice is still far from perfect, but the institution possesses the infrastructure, know-how, and the will to achieve continuous improvement in terms of both assessment processes and results.

**Administrative Support for Assessment Work**

The administration actively supports assessment activities. While a robust program of assessment cannot and should not be achieved solely through administrative activity, there will always be a need for some significant administrative support, especially at the beginning; the following are examples of such:

- Creation of position of Director of Outcomes Assessment in 2007.
- Creation of new position of Associate Provost for Institutional Effectiveness in 2010.
- Creation of “Major Coordinators” with release time to coordinate assessment and advising for each degree program.
- Authorization of new position of Associate Director of Outcomes Assessment in 2012.
- Support for faculty and administrator attendance at assessment workshops.
- Approval in principle of “Faculty Fellows in Assessment.”

**Creating a Culture of Assessment**

We are building a culture of assessment—the Master Plan calls for it explicitly—and it is taking root across the college, not everywhere at once but in enough places so that eventually the bare spots will fill in. Assessment is both systematic and comprehensive in all degree programs;
assessment is less well developed among minors, certificates, and continuing education, but it does take place everywhere. Within administrative units, assessment is built into the personnel evaluation process and into formal assessment plans, although the degree to which assessment is used explicitly for program improvement varies. The University builds assessment into the PMP, and we have constructed a Master Plan Report Card to supplement and reinforce the PMP; we rely on both to help with planning. An assessment website will be a repository of information, best practices, and assessment results, available to everyone in the College community and a constant reminder of what systematic and comprehensive assessment can achieve. The College has made substantial progress in the past few years, and through continued concerted action, we will achieve systematic and comprehensive assessment practices in all parts of the institution.

Office of Institutional Research

The Office of Institutional Research (OIR) is a key component of the assessment environment at John Jay. Like all IR offices, it provides the College with statistical information and analyses on enrollment, student characteristics, faculty and staff, and academic programs. It maintains a comprehensive survey research program through which it identifies trends, areas of growth and concern, and issues affecting the John Jay student experience. In addition, OIR provides data and serves as a liaison to a variety of college constituencies and outside agencies. The Office of Outcomes Assessment is a close partner with OIR.

To make it much more effective in these roles, the Office of Institutional Effectiveness has taken advantage of a nearly complete turnover in OIR staff to remake the information environment. (Though outside OIR, a full-time research analyst has been added to Enrollment Management to give that Division direct support for its specialized data needs.) The goals are to generate only information that has a clear use, and just as importantly to educate the campus on the types and uses of information that are available.

An updated website will soon introduce the office and staff along with an inventory of available reports and surveys; in each case there is a description, purpose, and possible uses. The website is an invitation to consult information and to ask for assistance with information needs.

As the recent activity report makes clear, offices across the campus rely routinely on IR for data and analysis. (An important exception seems to be the Division of Student Affairs.) Institutional Research has enabled the institution to understand and make key decisions on deployment of faculty by course level, on retention strategies, on entry requirements for degree programs, and on marketing, to name a few areas.

Strengths:

1. There is a serious commitment to institutional effectiveness at John Jay that has shaped planning and assessment throughout much of the institution.
2. We have constructed metrics specific to John Jay to measure performance (Master Plan Report Card and Critical Functions Measures) and we use them for institutional improvement.
3. The CUNY PMP process is a strong and established set of institutional metrics that guides policies and practices toward institutional effectiveness.

Concern:

1. Not all units at the College have yet developed, to the degree expected, planning and program improvement that are tied to assessment.
2. The Division of Student Affairs does not routinely consult Institutional Research for specific data needs.

Recommendations:

1. The College should continue to work with all units in order to tie planning and program improvement to assessment.
2. Institutional Research should meet with the Vice President and Directors in Student Affairs to inform them of available data resources and potential uses.

2 Those reports are available at the Assessment Committee Blackboard Organization Site.
3 Our junior faculty (eligible for 24 hours of release time in their first five years) are at the senior college average for teaching hours (7.2) for the fall semester 2011.
4 Campus data on student learning assessment is not tracked in the PMP.
5 CUNY identified the collection of key indicators, but we produce the scorecard version locally.
Chapter Five

Standard Eight: Student Admissions and Retention
Standard Nine: Student Support Services

Expectations for Standard 8 – The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals.

Expectations for Standard 9 – The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students.

Managing Enrollment within the Critical Choices Agenda

The Critical Choices Agenda had important consequences for admissions and enrollment, including of course the phase-out of associate degree admissions, but it also means that we are recruiting graduate students more aggressively as well as students interested in liberal arts majors. In addition to reshaping the mix by level, we wanted students with stronger academic preparation overall who can take better advantage of the academic programs, special opportunities, and support services we offer. The challenge has been formidable—especially in terms of maintaining diversity and enrollment—as we pared away one-third of the freshman class, but we are meeting the challenge, and in terms of the student class distribution (Graph 1) the College is a very different one than six years ago.

Graph 5.1. Undergraduate Class Distribution by Percent.

One strategy to make up for the loss of associate students at the front end was to create opportunities for those students at the CUNY community colleges and then to take them in as transfer students upon completion of their associate degrees. With the creation of the CUNY Justice Academy, the CUNY community colleges—with active support from John Jay—were able for the first time to offer associate degrees related to criminal justice: Criminal Justice, Science for Forensics, and Forensic Financial Analysis. Students entering the Justice Academy, either directly into a community college or because they are denied admission to John Jay as a baccalaureate student, are in a dual admission program that guarantees seamless entry...
to John Jay upon successful completion of one of the specified degrees. Students are just now
coming through the Justice Academy in significant numbers, and there are about 7,000 more in
the six community colleges. Justice Academy students play an important role in our admissions
strategies, providing a significant stream of students but also complicating the effort to
strengthen liberal arts programs, since nearly all Justice Academy students enter our B.S. degree
in Criminal Justice.

Another feature of the original plan that would cushion the loss of so many associate students
was to decrease overall enrollment for a time and then gradually return to a higher level through
the admission of better-prepared baccalaureate students. The Preliminary Enrollment
Projections of the time reflected that approach. FTE’s were projected to decline from 11,260 in
fall 2007 to 10,553 in fall 2012. However, budget cuts occurred as a result of the recession, and
to mitigate their impact we decided on higher enrollments. Instead of shrinking, enrollment has
actually grown since fall 2007 and it is currently at 11,752 FTE’s (Table 1 below). Although
growing FTE enrollment while foregoing a substantial part of the traditional student population
is a significant accomplishment, it has tempered expectations regarding the levels of
preparedness of the freshman cohorts. The College still accepts conditional students who are
included in our “regular” admits but who need academic preparation during the summer
months. Thus there has been a trade-off between budgetary exigencies and the strategic goal of
raising academic preparation. Nonetheless, as Table 2 shows, average SAT scores and CAA have
increased since 2007. By fall 2011 the mean CAA had increased to 82.9 from 80.5 in fall 2006.

Preliminary indications point to further improvement for the fall 2012 semester. We are again
pursuing academically better-prepared students but at a higher overall enrollment than
originally anticipated, and fortunately the budget support has been bolstered by a series of
CUNY tuition increases.

Table 5.1: Admissions and Enrollment Trends, 2007 to 2012, Fall Semesters

<table>
<thead>
<tr>
<th>New Enrollment</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Full-Time Freshmen</td>
<td>2,582</td>
<td>2,164</td>
<td>2,544</td>
<td>1,622</td>
<td>1,483</td>
<td>1,703</td>
</tr>
<tr>
<td>SEEK/CD First-Time Freshmen</td>
<td>231</td>
<td>278</td>
<td>328</td>
<td>393</td>
<td>283</td>
<td>205</td>
</tr>
<tr>
<td>Total First-Time Freshmen</td>
<td>2,813</td>
<td>2,442</td>
<td>2,872</td>
<td>2,015</td>
<td>1,766</td>
<td>1,908</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>567</td>
<td>573</td>
<td>582</td>
<td>495</td>
<td>550</td>
<td>496</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>997</td>
<td>1207</td>
<td>1193</td>
<td>1167</td>
<td>1371</td>
<td>1621</td>
</tr>
<tr>
<td>All Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount Total</td>
<td>14,841</td>
<td>14,844</td>
<td>15,330</td>
<td>15,206</td>
<td>14,788</td>
<td>14,996</td>
</tr>
<tr>
<td>FTE Total</td>
<td>11,468</td>
<td>11,348</td>
<td>12,042</td>
<td>11,686</td>
<td>11,430</td>
<td>11,752</td>
</tr>
</tbody>
</table>

Source: CUNY Office of Institutional Research and Assessment

Table 5.2: SAT and CAA Trends, 2007 to 2012, Fall Semester Admissions

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean SAT (math + verbal)</td>
<td>931</td>
<td>943</td>
<td>942</td>
<td>939</td>
<td>951</td>
<td>953</td>
</tr>
<tr>
<td>Mean CAA</td>
<td>81.6</td>
<td>81.1</td>
<td>81.2</td>
<td>82.2</td>
<td>82.9</td>
<td>pending</td>
</tr>
</tbody>
</table>

A New Emphasis on Retention

Another strategy to support enrollment and to permit greater selectivity is a renewed emphasis on retention. Because the days when we could count on a seemingly unlimited supply of associate degree students to generate the FTEs needed to meet enrollment targets are gone, and because better retention takes pressure off recruitment, we now follow a strategic retention plan developed by Keeling and Associates in 2009. One-year retention has improved steadily over the last several years, but we are still below the CUNY Senior College average by about six percentage points; transfer student retention is, however, better than the Senior College average:

Graph 5.2: One-Year Retention Rate

Graph 5.3: Two Year Retention Rate for Transfer Students

Another measure of the College’s improvement in the area of retention and graduation is the fact that four-year graduation rates for first time freshmen have increased by 4.3 percentage points from 2010 to 2011 and the four-year rate of 25.3% is the second highest among the senior colleges in CUNY. When the four-year graduation rate is adjusted for the demographics of our incoming students, John Jay ranked first for the freshman cohorts entering in 2006 and 2007. The same adjustment places John Jay fifth among the senior colleges for retention of the 2010 entering cohort. Beginning in 2012-13 CUNY will routinely calculate expected outcomes for retention and graduation rates in the PMP.

Graph 5.4. Retention and Student Engagement.

With a completely commuter student population, John Jay must pay particular attention to student engagement, a critically important factor in retention and student success. We have taken some significant steps since the

1Justice
Critical Choices decisions, but indicators suggest we have more work to do.

Despite some fine programs that engage students, the data from NSSE and the CUNY Student Experience Survey suggest that much of the student population is not engaged or at least is not engaged consistently. Data on freshmen show very little participation in co-curricular activities relative to comparison groups (see Graph 5.4). It is true that John Jay students often spend a lot of time traveling to and from campus, but other CUNY schools where students spend about as much time commuting have higher levels of student participation in co-curricular activities, as evidenced by data from the 2012 CUNY Student Experience Survey. The Community Outreach and Service Learning office involves many students, but the NSSE data suggests that its impact on the population at large is limited, since community engagement is significantly higher at other institutions (see Graph 5.5). We see the same weak participation rate within CUNY when we consider internships. According to the CUNY Student Experience Survey, John Jay students participate in internships at half the average rate in the CUNY Senior Colleges.

Graph 5.5

Under the NSSE benchmark for “Active and Collaborative Learning,” seniors (and perhaps sophomores and juniors as well, who are not part of a standard NSSE sample) do quite poorly relative to comparison groups.

John Jay students do show real strength relative to comparison institutions in some areas of engagement, especially with regard to interactions with others from different backgrounds. However, it is clear that in other areas and for seniors especially that we need to build deeper engagement into the John Jay student experience. Unless we intentionally and systematically embrace student engagement as a College priority, our efforts at retention will fall short and pressure on admissions will continue, and our students will miss out on a valuable part of their education.

Integrated Planning and Enrollment Management

Enrollment management demands an integrated approach. Limitations on space will force the College to cap growth and make decisions on the mix of students by level and on the allocation of resources to the various segments of the student population. We must not only think about admission numbers, but we need to define much more carefully than we have in the past those students whom we want to serve and to match marketing, programming, and support services to them.

Table 5.3: Enrollment Targets through Fiscal Year 2016

<table>
<thead>
<tr>
<th></th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
</tr>
</thead>
</table>

54 Middle States Self-Study: John Jay College of Criminal Justice
<table>
<thead>
<tr>
<th>Total First Time Freshmen</th>
<th>75</th>
<th>1850</th>
<th>75</th>
<th>1700</th>
<th>55</th>
<th>1,700</th>
<th>55</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out-of-State Freshmen</td>
<td>125</td>
<td>170</td>
<td>150</td>
<td>200</td>
<td>175</td>
<td>200</td>
<td>175</td>
</tr>
<tr>
<td>Total Undergraduates</td>
<td>12,715</td>
<td>13,565</td>
<td>13,138</td>
<td>13,742</td>
<td>13,312</td>
<td>13,868</td>
<td>13,414</td>
</tr>
</tbody>
</table>
| New Transfers
New Justice Academy     | 1,255| 1,800| 1,355| 1,800| 1,355| 1,800| 1,355|
| New Graduate Students    | 400 | 600  | 450 | 600  | 450 | 600   | 450|
| Total College Headcount  | 14,459| 15,430| 14,922| 15,701| 15,171| 15,875| 15,310|
| Total FTEs               | 11,259| 11,989| 11,632| 12,194| 11,822| 12,327| 11,929|

The enrollment management targets developed in the context of our integrated planning are as follows:

- Stabilize the freshman class at 1700 students with increasing numbers of out-of-state students.
- Gradually raise the SAT scores of admitted freshmen to 1100 by fall 2015
- Gradually raise the high school GPA for the freshman class to 83.7 by fall 2015
- Gradually raise the number of transfer students to 1,935 in fall 2015, to include 650 from the Justice Academy and 230 from out-of-state.
- Double the number of students, to 700 freshmen and transfers, compared to fall 2012, who come to John Jay in fall 2014 with the intention of majoring in the liberal arts
- Decrease the number of conditional admits needing summer remediation
- Increase proportion of graduate students significantly by fall 2016

As it brings a more sophisticated approach, our integrated planning effort is very much aligned with the completion of the Critical Choices agenda.

Graduate Programs and Enrollment Management

Although one of the Critical Choice decisions was to raise the proportion of graduate students at the College to 18%, there was no serious effort to do so. There is now more emphasis on graduate programs, but they remain a source of concern since some of them require updating, and graduation rates are significantly below where they should be. While the four-year graduation rate for the nine master’s programs increased from 54.6% for the class which entered in 2003 to 58.9% for the class which entered in 2007, this rate is still significantly below the CUNY average of 70.8%. The most recent data from CUNY indicates that one-year retention rates have declined. There is much to be done. Building on the success of the SPG process in attaining fall 2012 undergraduate enrollment targets, our focus in 2012-13 has turned to the graduate programs. The same strategic enrollment planning consultant who was engaged in the undergraduate effort recently engaged the faculty of three of the graduate programs (Forensic Science, Digital Forensics and Cyber Security, and International Crime and Justice) exploring strategies to raise the profile of their programs and attract a larger applicant pool. The communities of practice strategy will be employed to inform the development of curriculum and enhance applicant pools. The College’s goal is to raise both retention and graduation rates to the CUNY Senior College average by the end of the 2014-2015 academic year. Given that all of our
strategies are in their nascent stages, it will be challenging to reach our growth target for graduate student enrollment, but we are proceeding deliberately and energetically to meet it.

The New Enrollment Management

The Critical Choices Agenda is still an open one, but it has so far yielded significant changes in the admissions program, retention strategies, student support infrastructure, and student populations at the undergraduate level. With a rapidly dwindling number of associate degree students, the distribution of students across the four years has evened out considerably, and we are no longer a bottom-heavy, basically lower division college. This has meant an increase in upper-division courses to serve the new liberal arts majors, which now account for about 10% of our student population (about 51% of all students major in one of the liberal arts degrees). For the now fewer lower-division students, there are major new support units such as the Academic Advising Center and the First-Year Experience program, which came into being in the wake of the Critical Choices decisions. Managing enrollment now means much more than bringing students into the College as freshmen; sustaining them through graduation and attracting greater numbers of transfer and graduate students have assumed far greater importance than in the past.

Fortunately, what has not changed significantly is the diversity of the student population (See Table 5.4). As we pursued the Critical Choices agenda, we were concerned about the consequences for racial, ethnic and gender diversity of phasing out associate degree programs.

Table 5.4: Trends in Diversity in Student Population from Critical Choices to 2011: Gender, Ethnic and Racial Composition

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>58.9%</td>
<td>56.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>White</td>
<td>26.6%</td>
<td>25.9%</td>
</tr>
<tr>
<td>Black</td>
<td>25.7%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>7.4%</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

The Critical Choices agenda is a demanding one in terms of enrollment planning. It involves multiple moving targets and a great deal of intentionality as we position the College to attract a somewhat different mix of student populations. We must gauge our position along the way and be prepared to change strategies when we see trouble ahead, a lesson learned in 2011 as we engaged the Strategic Positioning and Enrollment Management initiative in the face of falling enrollments. Since then, the College has taken a much more active stance with regard to enrollment planning. We have brought in three more admissions recruiters and have developed a greater capacity for the recruitment of transfer students. We have hired an analyst in Enrollment Management so we rely to a much greater extent on strategies informed by data. Each week since September, 2011, the SPG has met for two hours to review progress and plan every aspect of the enrollment plan. We gained greater clarity of vision in 2012 with information for the first time from the Admitted Students Questionnaire and the National Student Clearinghouse, which allow us to understand in precise ways our competitive admissions environment. We now have targets for all basic categories of admission populations, not just extrapolations based on historical performance. We reach out earlier than ever before to engage applicants with new programming and with opportunities to learn more about John Jay. Perhaps more importantly, enrollment planning links with other kinds of planning:
academic, budget, marketing, space and facilities, student services, and co-curricular planning. In short, we have become highly goal-directed in enrollment management and have the data and staff necessary to stay on course through continuous assessment.

**Student Support Services**

As we make adjustments to the student body we are mindful of the role that student services play in supporting and educating our students for success; in our integrated planning efforts one of the first questions we ask is how best to support the needs of the students we seek to attract. The College does a generally excellent job of supporting students by continuously evaluating performance and student need. Assessment has played an important role in keeping performance at high levels.

Student support is the business of all Divisions at the College, but none more so than Enrollment Management which oversees Financial Aid, Admissions, Office of the Registrar, Testing and Evaluation, and “Jay Express,” our consolidated services unit. Since we opened the “Jay Express” and a Call Center in 2005, students no longer wait on multiple lines to accomplish their business, and data has been collected to monitor and improve student wait time and the scheduling of service delivery. We have continuously monitored the performance of the Jay Express and Call Center and made adjustments to improve service. For example, the average wait time for phone help has dropped considerably—from 16 minutes to 9.3 minutes—and so has the number of abandoned calls, this despite a 20% increase in call volume in 2012 compared to the year before.

In addition to phone and face-to-face access for Enrollment Management services, we created a webpage for basic student services--the “Jay Stop”--where students can learn about what is going on around campus as well as complete specific tasks such as registration. We began to post electronic versions of the most popular forms, and at this point we have digitized a great deal of paperwork and made it available to students on the Jay Stop.

The launch of the Jay Express and the Enrollment Management Call Center, and the creation of the Jay Stop have fundamentally changed the way operations are handled and the manner in which students interact with Enrollment Management. Students have an easier time managing bureaucratic demands, and as a result we see a high level of student satisfaction as evidenced in the latest CUNY Student Experience Survey which shows John Jay number one (tied with Brooklyn College) among CUNY Senior Colleges:

<table>
<thead>
<tr>
<th></th>
<th>2012 CUNY Student Experience Survey—“Student Satisfaction with Administrative Services” – Comparative Results for CUNY Senior Colleges3</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Jay College</td>
<td>2.92</td>
</tr>
<tr>
<td>Brooklyn College</td>
<td>2.92</td>
</tr>
<tr>
<td>Lehman College</td>
<td>2.78</td>
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<tr>
<td>York College</td>
<td>2.70</td>
</tr>
<tr>
<td>Hunter College</td>
<td>2.66</td>
</tr>
<tr>
<td>Baruch College</td>
<td>2.65</td>
</tr>
<tr>
<td>Queens College</td>
<td>2.56</td>
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<tr>
<td>City College</td>
<td>2.53</td>
</tr>
</tbody>
</table>

**Supporting Academically Underprepared Students: Conditional Admits and SEEK**

Given current enrollment realities, the College continues to accept and support students who are underprepared. Although a senior college could be spending more of its resources on non-
remedial programming, we need to support our weaker admits, whom we still need to make enrollment targets. In this respect, the College has had great success with its summer programs for conditionally admitted students and SEEK students.

All incoming John Jay freshmen students must demonstrate that they meet the University’s skills proficiency requirements based on their SAT, ACT, or New York State Regents test scores. Lacking such evidence, students may take the appropriate CUNY Assessment Test (CAT) offered by the Testing and Evaluation Office. Some students are only conditionally admitted to John Jay because they have not passed one or two of the CUNY Assessment Tests. Under the First Year Experience Program, conditional students are required to attend the Summer Academy and must pass the CATs at the end of the program in order to start classes at John Jay in the fall. This tuition-free program provides intensive test preparation for re-taking the CAT before the fall semester starts. In summer 2010, 91% of all students who attended the program became skills certified. The rate dropped to 86% and 84% in the next two summers, respectively, but because the cut score for math increased from 30 to 40 a true comparison is not possible. Still, this is a very successful program.

In addition to the Summer Academy for conditionally admitted students there is a parallel program for Search for Education, Elevation, and Knowledge (SEEK) students. There has been significant improvement between summer 2011 and 2012. The summer pass rates on exit from remediation increased 9 percentage points for Math 1 and 15 points for Math 2. Similarly, the results in Reading and Writing also improved, 9 and 6 points respectively. This summer success was followed by an increase in pass rates for first semester general education courses.

Although all students admitted to SEEK are considered “at risk,” their progress toward degree completion is higher than regular admits. This success is attributable to the special support services provided, including the Academic Support Center which provides tutoring, supplemental instruction, individual counseling and financial aid services. The six-year graduation rate for the SEEK freshman cohort which entered in 2005 was 46.2%, which is higher than the John Jay College six-year rate (39.1%) and the CUNY-wide SEEK rate (40.2%).

Supporting Students in Transition

One of the objectives of the Master Plan is to “facilitate adaptation and transition to both undergraduate and graduate programs for all entering and transfer students.” With the goal of improving its services in this regard, the College has undertaken a thorough review of its orientation programs for freshmen, transfer students, and new graduate students. A comprehensive plan for new student orientation has been the focus of the College’s overall efforts to share information about the campus, curriculum, academic requirements, community standards, cultural competency, and leadership activities, and thus facilitate each student’s successful transition to college life. Key ingredients of orientation include: the peer-to-peer experience via small-group orientation leaders; panel presentations; library and faculty research workshops; campus tours; interactive social media platforms (Facebook, etc.); and advising /registration sessions.

The Orientation Plan has been assessed for fall 2011 and fall 2012. A review of outcomes for 2011 led to changes in 2012, which are summarized in the executive summary for the 2012 assessment report. The results of the assessment for both years were generally positive, but three of the workshops in the graduate orientation program drew fewer than half of the students in attendance, a result that will lead to adjustments next year. Following drops in attendance for fall 2011 among freshmen and graduate students, participation rebounded in both categories in
2012. Survey results indicated that students were generally satisfied. Of the 1,740 new students who attended orientation in fall 2011, 92% reported feeling more prepared for College. In fall 2012, 93% of the students agreed or strongly agreed with the statement: “After attending Orientation, I feel confident in my decision to attend John Jay College.” Nearly 90% agreed with this statement: “After attending orientation, I feel prepared and ready to start College.”

Of course, formal orientation programs are important, but the College does more to support transition to college for some students. The First Year Experience program is itself an extended orientation for freshmen. SEEK’s summer program serves in part as an orientation program. Advisors, both professional and peers, work with new students to inform them concerning degree options and requirements.

Academic Support Services

There are four distinct tutoring centers at the College: the Center for English Language Support (CELS), the Foreign Language Lab (FLL), the Math and Science Resource Center (MSRC), and the Writing Center (WC). The College also funds a center dedicated to Tutoring Services for Students with Disabilities, and New York State funds the SEEK Department, which includes its Academic Support Center. While each Center has its unique mandate, areas of expertise, and learning goals, the College has found that effective coordination, supervision, and budgeting of tutoring resources is essential to their overall effectiveness. CELS, FLL, MSRC, the SEEK Academic Support Center, and WC now report directly to The Office of Undergraduate Studies.

The assignment of tutoring resources to the Office of Undergraduate Studies has greatly improved oversight and coordination. Activity and assessment reports and plans are now more comprehensive, more analytical, and more frequently produced. Before the consolidation, each center was developing its own materials or individually purchasing software and books. There are now monthly meetings that lead to sharing best practices and materials. All centers now use TutorTrac, but each center can still extract information suitable to its own purposes. Building on the existing structure that centers had previously established with tutor training programs (such as the MSRC and WC) or extensive hiring requirements such as a related master’s degree in the field (such as CELS), the new administrative coordination has allowed for cross-training, and the sharing of best practices so that training does not end with certification. With uniform standards for training and pay, the centers no longer compete for the best tutors. In general, consolidation of the oversight function has led to greater efficiency in the delivery of services.

Both utilization of services as demonstrated by number of tutoring visits (see assessment reports) and student ratings of satisfaction with services delivered demonstrate that tutor offerings meet the needs of our students. In fact, in the 2012 CUNY Student Experience Survey John Jay students rated their academic support services higher than students at any other CUNY campus.

Continuing efforts to improve all tutoring services include the identification of new funding sources for the tutoring centers; the provision of better service to graduate students; the promotion of expanded collaboration between tutoring services and faculty; and the continuous training and professionalization of the staff. In most centers, there is extensive assessment which guides program improvement.

In the spring 2012 CUNY Student Experience Survey, John Jay’s student support services ranked highest in CUNY, but of all these services the one that students expressed the most
satisfaction with was the library. In the John Jay OIR survey of student satisfaction 84% of respondents were satisfied or very satisfied with the John Jay Library. In that same survey 65% of students reported visiting the Library in person at least once a week and 69% reported visiting the Library website at least once a week. Recent surveys also tell us that John Jay students have the highest rates in CUNY of using online services.

Community Life and Engagement

As we illustrated above, NSSE data demonstrate there is room for significant improvement in terms of student engagement. A cohesive College community strengthens engagement, and we have a number of fine offices and programs designed to build community.

The First Year Experience program (discussed more fully in Standard 11) itself defines a large community and has a number of features that support student engagement, such as a speaker series; a program where faculty and students have lunch together; faculty-student field trips; peer mentors; a program to showcase first-year student research; various social events; and social networking with formal interactive activities.

The Community Outreach and Service Learning Program sponsors a number of programs aimed at civic engagement through practical action: field experience, community service and volunteerism both on and off campus. In 2011-12 over 5,000 students participated in some way. Assessments guide development of individual programs within the unit, but a frame for unit-wide assessment only began to take place in late 2012.

The Office of Student Activities and Campus Life is also an important contributor to student engagement. It oversees over 40 student clubs and organizations on campus and supports the John Jay Student Council. One important initiative is a series of professional development workshops for students. These workshops seek to assist students in discovering their leadership style, build valuable relationships with others, and incorporate in their everyday lives what they learn in the workshop. The move into the new building and the introduction of the Community Hour (see below) allow for the development of a vibrant and involved student community. The Office will seek to capitalize on these two developments as they continue to work on engaging more students in organizations.

Prior to fall 2011, John Jay was one of only two Colleges within CUNY without a period in the day when classes were not scheduled. After two years of planning and consultation the Community Hour went into effect for fall 2011 from 1:40 pm to 2:40 pm on a daily basis; no undergraduate classes are scheduled during this time. This open time allows the College community to gather more easily for events, activities, and talks across campus. In its first year, in conjunction with the opening of the new building, community hour has resulted in a new energy on campus as students, faculty, and staff spend the hour gathering in the common spaces. Many activities are scheduled during this period, and the overall effectiveness of community hour has been assessed through student surveys and monitoring of student activities. The 2012 Multi-Institutional Survey of Leadership shows that students engage in a wide range of campus activities during the hour, and that about two-thirds of students can take advantage of the hour. Data from the Office of Student Life show directly the impact of community hour: in the first year the number of student events and activities increased 72% in the community hour time block and by more than one-third overall.

Student engagement must, of course, encompass academic activities, including independent research. Following the recommendations of a faculty task force on increasing undergraduate
participation in research and in response to NSSE data from 2009, the Office of Undergraduate Research (OUR) was created with support from a CUNY grant. Guided by the principles of the Council on Undergraduate Research (CUR), OUR links students with faculty for guided research, and provides funding on a competitive basis for research and for travel to present research. OUR monitors basic data on program performance. Since fall 2010 the Office has had 80 individual meetings with students; has awarded 39 scholarships or stipends; and has sponsored 11 summer internships. About 120 OUR-affiliated students participated in the 2012 Research and Creativity Week programs. By following the data, the office has learned that the best way to reach students is through faculty, a discovery that has led to a more focused recruitment effort.

Services for Advising Students

Academic advisement changed rapidly in the last four years as we moved away from a decentralized and uncoordinated approach to one located principally in the Academic Advisement Center (ACC). Created in 2008 and now with a staff of 31 advisors (11 full-time, 6 part-time, 14 part-time peer advisors), the AAC has responsibility for the following students:

- Freshmen (students who have 0-29 credits)
- Continuing Students in the B.A. or B.S. degree programs who need advising regarding general education requirements
- New Transfer Students
- Readmitted Students
- B.A. or B.S. students on academic probation

Students with more than 30 credits who have declared majors are encouraged but not required to see an advisor within their major department. Starting in fall, 2011, a pilot program for systematically advising students in the majors began in three academic departments, and the program has been expanded each semester since. Working with participating departments, Undergraduate Studies identified faculty, published schedules, and notified students of the need to be advised prior to pre-registration for the next semester. In those cases of planned advisement, students were required to see an advisor prior to registration. Assessment results show that the program reached between 41% and 52% of the targeted student population for the fall 2011 and spring 2012 semesters. A comprehensive advisement program for majors based on the collective assessments will be developed after year two of the pilot.

For the 2013 fiscal year, we have added three additional professional advisors to the AAC, although they will not be in place until April of 2013, and it is our intention to add at least three each year until we have fifteen or more, which is the goal of our 2009 Strategic Retention Plan. For the 2012-2013 academic year, we are targeting increases of

- 2% (to 89%) for first-time freshmen
- 2% (to 65%) for transfers
- 2% (to 53%) for second-semester freshmen and
- 4% (to 45%) for the targeted cohort of students on probation

We will continue to advise 100% of all the Honors Program students and SEEK students. With our three-year plan we should have at least sixteen full-time professional advisors and 20 peer advisors, and we expect all departments will provide advisement by faculty for their majors. At that point we will have 100% coverage for freshmen, 100% for transfers (with major advisement
The Academic Advisement Center has an assessment plan which shows that the unit exceeded targets for advising coverage of all categories except for students on probation. In addition, the AAC recently assessed the quality and effectiveness of the peer advisor program. Assessment results showed that peer training is effective and that peer advisors are knowledgeable and well prepared to work with students.

The 2012 CUNY Student Experience Survey reveals that John Jay students are near the top in the combined categories of “satisfied” and “very satisfied” (59%; only Brooklyn College was better at 60%) with regard to advising. NSSE data show that freshmen rate advising higher than our comparison groups, while seniors are about the same as the closest comparison group. From the student satisfaction perspective, John Jay does a good job with advising.

Student surveys notwithstanding, we recognize the need to do a much better job by providing greater coverage across all segments of the student population and by providing more comprehensive service to each student. As the College faces the challenges of retaining and graduating students, an ample and professional advising infrastructure must be in place and must include a larger professional staff and much greater engagement of faculty. The longer-term goals for undergraduate advisement are clear and explicit in our Comprehensive Advisement Planning document: 100% coverage for all first-year, second-year, and targeted transfer students; 80% of students advised in the major; and early warning advisement fully implemented in 80% of gateway course sections. For graduate students, at least 90% will be advised across all programs and all early warning advising will take place. Each year we allocate additional resources to meet these goals, set targets for advisement coverage, and collect data on performance.

Counseling Services

Counseling services are another key part of the retention equation. The Department of Counseling provides psychological assessment and counseling support services to meet the mental health and developmental needs of students and mental health consultation requests of faculty, staff and campus organizations. To help foster student success it offers a wide range of individual, group, outreach, crisis-response, peer training, and referral services. The service is staffed by 13 full-time counselors (nine of whom are faculty), five part-time faculty, and two support staff.

Counseling Services has performance goals, and it conducts assessment. For 2011-12 the goals were 1) to increase use of counseling services by students for personal counseling and by faculty and staff for consultations and 2) to achieve symptom improvement and learning goals. The number of students increased 34% in 2011-12, compared with 2010-2011, and the number of consultations by faculty and administrators increased in the same period from 11 to 101. Using the Counseling Center Assessment of Psychological Symptoms (CCAPS), which was administered at intake and then again one month later, the unit demonstrated significant improvement across all symptom dimensions. The office also looked at whether students who had received services achieved certain learning outcomes, including “having healthier relationships with others,” being “better able to handle my feelings and behavior,” being able to more “effectively work on my personal problems,” and “being more sensitive to and appreciative of differences in others.” Of the 92 students who completed the survey, over 60% agreed that they had accomplished these and other learning outcomes. Fifty-four percent of students said
that they were “satisfied” or “very satisfied” with personal counseling in the CUNY Student Experience Survey for 2012; this was eight points higher than the Senior College average.

Career Services

Due to lackluster ratings from students in earlier years, the Office of Career Development Services received considerable scrutiny since the College’s last Middle States review (the unit is now called the Center for Career and Professional Development—CCPD). The responses to the CUNY Student Experience Survey of 2010 indicated that student satisfaction was at best moderate. By that time the College had responded to the poor ratings and had hired a new Director in June, 2010. The 2012 survey by CUNY showed considerable improvement, with John Jay having a combined satisfied/very satisfied rating of 46%, 3 points above the Senior College average. Unfortunately, at the same time we had the highest “very dissatisfied” rating (12%), compared with the Senior College average rating for that response (8%).

There are, however, significant changes in the provision and management of our career services that point to continued improvement. The CCPD has taken the important step of moving away from the outdated model of providing “placement” services to students and alumni to the now best practice of providing a “holistic level of career planning” as well as offering assistance with career exploration, development of professional skills, and the building of networks. In the wake of criticism via the PMP process for not following up on post-graduate outcomes, the CCPD worked with Institutional Research to develop a graduating survey for the class of 2013, and we look forward to reporting much more robust outcome information on the PMP year-end reports in the future. In addition, the CCPD has become increasingly successful in engaging students.7

The CCPD assessment plan for 2012-2013 has three initiatives, and a new set of KPI’s will be used to track the assessment targets and general unit performance. All of these recent efforts are aimed at creating student and alumni success in college, on the job, and throughout a career.7

Keeping Student Information Secure

In addition to providing essential services to students, the safety and security of student records and compliance with The Family Education Rights and Privacy Act (FERPA) are primary responsibilities of the College. This is another area where we must follow many of the University’s policies and practices. The Student Records Access Policy of the Board of Trustees of The City University of New York (January 26, 1998 Minutes) provides that the University and its colleges shall be in full compliance with FERPA and its regulations. Moreover, all vice presidents and key personnel are required twice a year to sign and attest to their division’s responsibility to maintain compliance in accordance with these policies and procedures. CUNY has also established protocols requiring the College to have and identify an “Internet Security Officer”.8

Both CUNY and John Jay have sufficient procedures in place to ensure the safe and secure maintenance of student records and compliance with FERPA. Student records are tightly controlled by Enrollment Management. Policies and procedures for maintaining the security of student data by IT departments and other college personnel can be found at http://security.cuny.edu.
The Office of the Registrar maintains the permanent educational records for all enrolled students. All policies and procedures relating to the maintenance of student records are based on the principles of confidentiality and the student’s right to privacy consistent with FERPA. All policies and procedure information are available online at the Electronic Policies and Procedures Compendium on the College’s Intranet.

Student financial aid records are organized and readily available for review by auditors. The Financial Aid Office follows the Federal Records Retention Requirements for Title IV Programs. Employees of the Office of Financial Aid receive intensive FERPA training to ensure that information is only released as required by law. The Office of the Bursar maintains paper records, stored and protected in a secure location which is accessible only by trained and authorized personnel. Digital files are stored in access-controlled and protected systems in accordance with the CUNY and College policy. Electronic records are maintained indefinitely. Paper records are disposed annually per CUNY records retention and disposition schedule and the John Jay College records retention schedule.

Student Complaints and Grievances

Grade Appeals. The undergraduate student grade appeals process is flawed in two primary aspects. First there is no time frame attached to the completion of the process; this means that students and faculty are unconstrained by the process and it can go on interminably. The student has until one year after the completion of the semester to submit the appeal but the final decision-making process is often protracted. Second, the departmental grade appeal committee has the final say on grade appeals. There is no process, beyond the appeal to the department, by which the student might seek further consideration. Also important is the fact that the process is not clearly delineated for either students or faculty. Finally, in the case of interdisciplinary programs there is some confusion as to which department / chairperson / or major coordinator should be receiving / processing the relevant forms. In contrast to the situation with undergraduates, graduate students express very few problems with grade appeals; they may seek final arbitration by the Committee on Graduate Studies.

General Complaints. The College’s Division of Student Affairs, specifically the Office of the Dean of Students, fields complaints of all types coming from students. The process was informal until fall 2012 when an intake form was created so that complaints could be tracked and persistent problems identified. In fall 2012 the office handled only 27 complaints.

Communicating with Students

The College communicates its admissions policies and programs of study in several ways. The Office of Admissions maintains a comprehensive website with constantly updated information, publishes catalogs and brochures describing John Jay and the process of admission, sponsors an Open House for prospective students, advertises in periodicals targeted toward prospective students and their high school counselors, and has representatives who travel to different high schools to represent the College at different college fairs. Materials sent to students were revised in 2012 to reflect the College’s new branding initiative and logo and to better communicate the breadth of liberal arts offerings. Although it is difficult to measure the effectiveness of these strategies directly, we can assess whether each of the strategies is accessible, attractive, and engaging. However, there are qualitative means of assessment. For example, a distinctive piece—a jigsaw puzzle that was sent to potential honor students featuring
an inspiring quote on social justice—generated chatter on Twitter. In another example, the Marketing Department, in conjunction with Admissions, ran a focus group with first-year students on potential designs and messages for brochures for prospective students to ensure that the key audience would be engaged with the materials. All of these materials are periodically reviewed and revised.

**Strengths:**

1. The College manages admissions effectively through continuous cooperation with Academic Affairs, Student Affairs, and Marketing and Development.
2. Student satisfaction ratings with administrative services, access to computer technology, academic support services, and student support services rank first among CUNY senior colleges in three categories and third in the fourth (PMP 2011-2012 Year-End Report).

**Concerns:**

1. Student engagement is weak in some areas, especially for seniors, as indicated by NSSE results.
2. Retention and graduation rates among the graduate programs are well below the Senior College average.
3. Advising coverage by the Academic Advising Center reaches only about half of second-semester freshmen and less than half of the targeted cohort of students on probation.
4. The student grade appeal process is flawed and not disseminated well.
5. Tutoring services for graduate students are weak, compared with undergraduates.

**Recommendations:**

1. There should be a concerted effort by Academic Affairs and Student Affairs to promote student engagement.
2. The recent attention to retention and graduation rates in Graduate Studies should continue and intensify.
3. The College should construct a fairer and more effective student grade appeal process, and one that would set a clear and reasonable time table.
4. Dedicated tutoring services should be provided for graduate students.

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1 John Jay in effect gave up its monopoly on criminal justice degrees within CUNY to enable the creation of the CUNY Justice Academy.
3 Source: Performance Management Report, 2011-2012 Year-End University Report, Final, p. 75. Data based on Likert scale from 1 to 4 and included questions on registration, financial aid, testing, billing and payment.
4 SEEK is the higher education opportunity program for CUNY's senior colleges.
5 Orientation Fall 2012 Assessment Report, Rosann Santos-Elliott, p.2.
6 Although advisement was “required” initially, in the end that requirement was lifted.
7 The Job and Internship Fair attracted 400 students and 60 employers in 2010, and the following year there were 1100 students and 75 employers.
8 For Internet Security Officer Policy see: http://www.cuny.edu/about/administration/offices/CIS/security/pnp/Policy4.pdf
9 Parents seeking access to student records are referred to the U.S. Gov web site at http://www2.ed.gov/policy/gen/guid/fpco/ferpa/parents.html
Chapter Six
Standard Ten: Faculty

Expectations for the Standard: The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals

Introduction

The John Jay College faculty consists of 412 fulltime and 759 adjunct members. Most of the full-time faculty is tenure track, including librarians and counselors; 215 of the faculty are tenured. John Jay has eight Distinguished Professors, the highest title and greatest distinction CUNY bestows on its faculty after rigorous review by a University-wide committee. (In total, there are 142 Distinguished Professors at the University.) Among its full-time faculty, John Jay employs 34 Lecturers, primarily in mathematics and composition, who are hired exclusively to teach with no research expectation. After five years of successive reappointments and based on the quality of their teaching, Lecturers can earn a kind of tenure, called a Certificate of Continuous Employment (CCE). The fulltime faculty has seen tremendous demographic turnover in the last decade. Approximately 50% of the full-time faculty has been hired since 2004. Though few faculty members were hired in 2010 and 2011, the College is once again pursuing a robust hiring plan that will add 50 net new lines in the next three years.

Many John Jay faculty members have earned national and international recognition for their work. For example, Assistant Professor Shamik Sengupta, of the Department of Mathematics and Computer Science, won the Early Career Research Award from the National Science Foundation in 2012; Distinguished Professor Jock Young, a doctoral faculty member in Criminal Justice and Sociology, won the 2012 British Society of Criminology Outstanding Achievement Award; Professor Anthony Carpi won the 2011 Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring; Assistant Professor Jana Arsovska received the 2012 W.E.B. Du Bois Fellowship from the National Institute of Justice; and Distinguished Professor John Matteson, of the English Department, was awarded the 2008 Pulitzer Prize in biography, the second Pulitzer for a John Jay faculty member. These awards are marks of individual merit, but the College is proud to say that most of these are “home grown” successes—faculty who started their careers at John Jay College and are flourishing here. Although these are among the most prestigious accomplishments of the John Jay faculty, there are many other examples of the faculty’s distinction as researchers and teachers. A necessary goal of a successful college is to create an environment in which such individual achievement in teaching and research is nurtured and fostered. In recent years the College has increased its efforts to create the working conditions in which faculty can advance their teaching and scholarly agendas.

Support for Research

As part of the plan to move from a CUNY comprehensive college to a senior college, the College has expanded its support for full-time faculty in their role as scholars. The Provost’s Office has succeeded in directing money to help faculty launch and develop their scholarly projects. The College provides much more than the contractually required support for faculty travel to conferences, spending $212,514 on faculty travel in 2011-2012. In the three years preceding the budget crisis, the Provost’s Office also directed over $700,000 for start-up for new faculty, largely to establish labs, buy equipment, and support innovative research agendas (see table
6.1). In addition, each faculty member arriving at the college receives a new (or recently purchased and upgraded) desktop or laptop to support her work.

**Table 6.1. Start-up money provided by the College to new faculty**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Number of Faculty</th>
<th>Visas</th>
<th>Moving</th>
<th>Equipment &amp; Materials</th>
<th>Travel</th>
<th>Summer Salary</th>
<th>Research Assistant</th>
<th>Total Start-Up Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>44</td>
<td>-</td>
<td>69,000</td>
<td>244,066</td>
<td>34,086</td>
<td>-</td>
<td>-</td>
<td>347,152</td>
</tr>
<tr>
<td>2010</td>
<td>26</td>
<td>16,000</td>
<td>56,000</td>
<td>130,181</td>
<td>9,200</td>
<td>26,897</td>
<td>17,400</td>
<td>255,678</td>
</tr>
<tr>
<td>2011</td>
<td>23</td>
<td>-</td>
<td>37,000</td>
<td>37,240</td>
<td>3,500</td>
<td>21,666</td>
<td>3,000</td>
<td>102,407</td>
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The Office of Sponsored Programs (OSP), with three veteran full-time professional staff, provides valuable support to individual faculty navigating the grant application process and sends out a useful newsletter of grant opportunities to the entire faculty community. The CUNY-wide “Faculty Experience Surveys” (FES) 2005 & 2009 found that money available for academic travel and help with grant applications were some of the highest positive response items at John Jay. Faculty members who actively compete for grants commonly praise the staff and suggest that Sponsored Programs needs more office support. The need for additional administrative support is particularly acute in view of the fact that grants are administered centrally through the Research Foundation of CUNY, and faculty find it challenging to manage their grants in that complex bureaucratic environment. In 2009, President Travis established a Task Force on the Relationship between the CUNY Research Foundation and John Jay College, which issued its report on January 12, 2010. One of its recommendations was to add an additional full-time staff member to the Office of Sponsored Programs. The Task Force report concluded:

The Research Foundation does not have the resources to allocate staff whose specific purpose would be to liaise with John Jay principal investigators. We recommend that the College itself earmark resources to bring in a new staff member to OSP whose primary job would be to engage proactively in trouble-shooting on behalf of the College’s principal investigators.

This position was filled in spring 2012, one of the first staff positions approved when the College emerged from its lean budget years.

The Office for the Advancement of Research (OAR) oversees Sponsored Programs and works to increase faculty scholarship. To this end, from 2009 to 2011, the College distributed approximately $66,000 to 35 faculty members to reward them for their research productivity or to provide seed money for potential grant funded projects. The OAR has organized various colloquia and workshops on publishing and grant writing. Training workshops run by OAR and Sponsored Programs may account for a relatively strong success rate in the University-wide Professional Staff Congress (PSC) grant competition and an increasing number of federal grants.

Each year through the PMP, CUNY asks for a report on the faculty’s scholarly productivity, compiled by OAR through the self-reporting of the faculty. John Jay has had a low report rate from its faculty (32.3% in 2011 compared to 86%-100% at other CUNY senior colleges). Thus, though we believe our faculty to be highly productive, the College appears last in the University on this metric. The picture would be quite different if a greater percentage of faculty members reported. To address this under-reporting, OAR will launch a awareness campaign in academic year 2012-2013 and will pursue faculty more actively through the chairs of the academic
departments to increase faculty self-reporting. As a consequence, next year’s PMP data should show a marked improvement both in rates of reporting and in productivity.

The College has made a considerable effort to develop the full-time faculty’s international relationships, many of which are now blossoming into more formal partnerships. Such work supports the goal of becoming an institution with an increasingly global reach. Already our faculty members are conducting research in countries all around the world. Our students bring to the College a diversity of cultures and languages from more than 130 countries. The College has dozens of institutional partnerships with universities, governments, and NGOs around the world. The issues of justice are universal, and our students will be better served if they are prepared for global citizenship. Following our Vision Statement, we want to “translate ideas into social justice and action on a global scale.”

John Jay has hosted a number of visiting scholars who have shared their work with John Jay faculty through book talks, lectures, and participation in symposia and conferences. In academic year 2010-2011, John Jay hosted fourteen visiting scholars from throughout the US as well as from Spain, the Netherlands, the United Kingdom, Brazil, Israel, Austria, and Turkey. The College has joined a range of international partners for student and faculty exchanges, research, education, and international conferences. The College has a long-standing faculty exchange with the Police Staff College, Bramshill, in the UK. The OAR has explored relationships with institutions in Mexico, China, Ukraine, Uruguay, Qatar, and Saudi Arabia. In addition to these projects, John Jay has signed MOUs with various institutions in South Africa, Senegal, Russia, and India, to name a few. These efforts will create additional research and exchange opportunities for faculty members at the College.

Support for Teaching

The College has done increasingly well at providing support to the faculty in their role as teachers and re-emphasized pedagogy with the creation in 2009 of the annual Distinguished Teaching Prize (up to three $1000 prizes awarded each year), the Faculty Service to Students Award, and the Outstanding Scholarly Mentor Awards. While the primary responsibility for guidance in teaching rests with the department chair or her designee (University Bylaws Art 9), the College provides many of the tools for effective teaching and much additional guidance. Every classroom is “smart” allowing faculty to integrate technology into teaching. The Faculty Senate and the Office of the Provost co-organize a well-attended day-long Faculty Development Day (FDD) every semester. For example, on August 25, 2011, a total of 129 faculty members participated in FDD in which there were 11 workshops on topics including faculty-student research, multi-media in the classroom, outcomes assessment, student participation, small group work, simulations and games, motivation, assignments, and peer learning. Interest in FDD has remained high with a total of 135 faculty members attending 17 workshops on August 24, 2012; 117 faculty came to the latest FDD on January 25, 2013. The most significant development in support of teaching was the creation of the Center for the Advancement of Teaching (CAT) in 2006. With a full-time director, CAT provides material and internet resources, confidential consultations, orientations, workshops, and salons to improve pedagogy. In 2008, CAT created a faculty e-handbook on teaching, which is currently being updated and revised. Although the creation of CAT was an important milestone, and its growth is vital, its funding has been minimal and staff support inconsistent. As such a critical part of the infrastructure for teaching, CAT needs more resources so that its services can be more robust, including, for example, videotaping classes for teaching improvement, a faculty fellows program, more professional development opportunities for adjuncts, and additional competitive grants for innovations in pedagogy.
Academic Freedom

The College has cultivated an environment respectful of academic freedom in terms of both the right of faculty to their scholarly pursuits and the right of free expression. A review of College events shows that controversial political topics are open for scholarly debate, from the right or the left. Forums and speakers have addressed topics such as human rights, racial profiling, gun control, torture, war, terrorism, the death penalty, “stop & frisk,” and Islamophobia. When a national controversy emerged in fall 2010 around the building of an Islamic Cultural Center in downtown Manhattan, the President asked faculty to organize, as they saw fit, with his office’s financial support, public events to raise the level of discourse on the subject. In spring 2011 John Jay College launched a public forum called Mosques, Veils, and Madrassas: Muslims and Institutions of Justice in Pluralistic Societies (http://johnjay.jjay.cuny.edu/mvm/). In recent years, only one issue was brought to the Faculty Senate and the union regarding academic freedom. In 2007, the then Vice President of Development ordered that a piece of art be removed from display in the lobby at a conference about gangs. When faculty protest reached the President, he reversed the decision of his Vice President and insisted that academic freedom prevail.

Faculty Engagement in Curriculum Development, Review, and Revision

The faculty of John Jay College has demonstrated robust engagement and wide participation in the review and revision of the curriculum. Since its last reaccreditation the College has seen two cycles of 5-year review and revitalization of all majors. Between 2006 and 2011, the faculty has developed over 129 new undergraduate and 27 new graduate courses, revised 96 undergraduate and 5 graduate courses, and created six new majors (English, Economics, Gender Studies, Global History, Philosophy, and Law and Society), two new graduate degree programs (an MA in Forensic Mental Health Counseling and an MA in International Crime and Justice) and a dual degree program between the Forensic Psychology MA at John Jay and the JD at New York Law School.

Three additional new majors (Latin American & Latina/o Studies, Anthropology, and Sociology) have moved most of the way through the development and governance process. In 2006, the College began the monumental and widely inclusive task of revising its general education requirements. In 2008 the Task Force on General Education issued its report, which articulated the principles and learning objectives that would guide John Jay’s general education reform. This report was endorsed by the College Council in 2009. Two years later, in May 2011, the completely new, outcomes-based model and curricular framework for general education at John Jay College successfully passed through the College Council.

Unfortunately, despite this excellent track record, in 2011-2012, a major conflict arose between faculty across CUNY on one side and the CUNY Chancellor and Board of Trustees on the other over a Board of Trustees Resolution regarding student transfer at the University, which mandated a reduced number of general education credits and a standardized core curriculum for all CUNY colleges, John Jay included. This policy, called “Pathways,” was opposed by CUNY-wide faculty representatives (the University Faculty Senate and the faculty union), and by governance bodies at John Jay such as the UCASC and the Faculty Senate. In a letter to the University in November 2011, President Travis conveyed the faculty’s opposition to Pathways, including the opinion of the faculty “that the Pathways process has violated the traditional rights of faculty governance over curriculum in that Pathways has ignored the role of the local campus faculty in setting the college’s curriculum and in that the new curriculum is to be imposed by the
Board of Trustees without a vote of the faculty governance bodies of the college, which normally vote on new curriculum.” In spring 2012, in compliance with the Board of Trustees resolution and the Pathways guidelines developed by the Office of the Chancellor, the President nonetheless forwarded to the Chancellor a new John Jay General Education curriculum plan (the “College Option”), developed and adopted by the college’s General Education Subcommittee. Because this curriculum plan had failed to win approval from the appropriate College governance bodies, the Faculty Senate issued a resolution condemning the President’s action as a subversion of faculty governance. The Council of Chairs issued its own resolution, which expressed understanding of the “predicament presented to the College and our President” by the Pathways framework. It placed the President’s decision to forward the College Option developed by the General Education Subcommittee without College Council consent in the context of that "predicament." The President responded to the Faculty Senate resolution in a May 22, 2012 letter in which he provided the context for his decision and committed himself and the Provost to work on ways to improve the relationship between the faculty and the administration, and specifically the Faculty Senate and the administration, in the 2012-2013 Academic Year.

Faculty Satisfaction

On the whole, retention of full-time faculty has been good. Only twenty-five tenure track faculty members have left the College of their own accord since 2007, a faculty retention rate of 94%, which can be taken as a proxy for faculty satisfaction. We have other more direct measures in the CUNY Faculty Experience Surveys of 2005 & 2009 and the COACHE 2010 survey of untenured faculty, all of which suggest that satisfaction with administrative support for “intellectual life,” “academic freedom,” and “academic integrity,” as well as the areas of “collegiality” and “quality of departmental life” was above the general CUNY average and on par with our COACHE peer institutions. In 2012, the COACHE survey was administered to tenured faculty. Respondents reported satisfaction with the quality of colleagues within their departments and with opportunities for cross-disciplinary work and collaboration with faculty colleagues both within and outside their departments. However, both groups of faculty expressed dissatisfaction with the teaching load and with the promotion and tenure process, the tenured faculty being much more dissatisfied than the untenured on both counts. In response to the very negative results of the 2012 COACHE survey, the Provost brought a facilitator to the college to conduct discussion sessions with the tenured faculty so as to get behind the numbers and hear the thoughts and feelings that prompted the responses. Approximately 75 faculty members attended seven sessions, which the Provost attended, over the course of three days in October 2012. The sentiments expressed in these sessions, in addition to the COACHE reports themselves, inform the sections below on “Teaching Load” and “The Tenure and Promotion Process.”

Teaching Load

The most common full-time faculty complaint, as indicated in the FES 2005 & 2009 surveys, the 2010 COACHE survey of untenured faculty, and the 2012 COACHE survey of tenured faculty, is the teaching load, which is a combination of class size and number of hours taught.

Prompted by a Faculty Senate and Council of Chairs initiative, the College developed a class-size policy and began to shrink average class size over the last four years. In fall 2011 and spring 2012, average class sizes decreased compared to the previous year. There are still some sections at a 40-seat maximum but the number of these has declined over the past four years. In addition, the college has lowered the size of first-year seminars and foreign language,
mathematics, composition, and writing-intensive courses. Still, the faculty finds the size of even these classes daunting. Because many John Jay students are underprepared, despite our slow but steady effort to improve the academic profile of our entering students, the faculty, who wish to positively impact student learning, find teaching our students intensely demanding. The larger the class, the more difficult it is to meet the needs of the majority of students. The goal of our enrollment management plan is to achieve a better match between the students we admit, the demands of our curriculum, and the support we are able to give our students. When the ideal match is achieved, faculty satisfaction with teaching may rise.

The full-time faculty contract requires 21-hours of teaching per year, a 4/3 course load, for tenure track faculty of all ranks in senior colleges, and 27-hours of teaching, a 5/4 course load, for lecturers and instructors. Untenured faculty members receive 24-hours (8 courses) of release time to be used for their research in their first five years (on a 7-year tenure clock). Both COACHE surveys show that tenured and untenured respondents alike find the teaching load too heavy, especially in view of the expectations for scholarly productivity. The research active faculty is aware that the teaching load at most research intensive institutions is 3/2 or 2/2, and they find the College's research aspirations and expectations unrealistic given their much higher load, even with the 8 courses of contractual release. The tenured faculty perceives the 4/3 teaching load as a barrier to promotion. Those who enjoyed the benefit of the contractual course release in their first five years at the College find themselves staring “over a cliff” upon their tenure and promotion to Associate Professor and wonder how they will ever produce the quality and quantity of scholarship to achieve promotion to Full Professor.

However, it must be said that not everyone teaches a full load. According to PMP reports, the mean teaching hours of untenured faculty increased incrementally from 2009 to 2010 from 6.6 to 6.7 hours of teaching per semester, or a little more than a 2/2 course load. According to PMP reports, the mean teaching hours of veteran (those with more than five years of service) full-time faculty increased incrementally from 2009 to 2010 from 7.3 to 7.4 hours of teaching per semester, which is about a 3/2 annual course load. The mean here is misleading because less than half of veteran faculty actually receives release time. Those who are released from teaching bring down the mean because of the number of course releases each one has.

The only faculty members with the potential to receive course reductions to support scholarship are those in fields with available grant funding (science and social science primarily) who are successful in competing for grants. For most faculty members on reassigned time, course reduction is received in exchange for administrative work that many find more onerous than teaching and so time consuming that it interferes with scholarly pursuits. Thus, the faculty finds that both teaching and release from teaching decrease their scholarly productivity in an environment where promotion is increasingly dependent on scholarship, not on teaching and service.

Through the union, the faculty is advocating for an across the board reduction to a 3/3 load, as was done many years ago at two of the CUNY Senior Colleges (Queens and Hunter). This would carry a fairly high price tag and would come at the expense of the faculty hiring plan and teaching coverage by full-time faculty. A possible measure is to make more reassigned time available through a competitive process to support research and to reward excellent teaching. Finally, the standards for promotion and tenure should be re-examined so that the reward of professional advancement is available to all who excel, whether they achieve distinction in teaching, service, or scholarship.
The Promotion and Tenure Process

The COACHE 2010 report suggests that the untenured faculty does not feel sufficiently comfortable with the personnel process and its understanding of the College’s expectations, while the 2012 survey reveals that the tenured faculty is not optimistic about the possibility of promotion. These concerns are attributable to a number of factors.

Since the arrival of President Travis, much has been said about the “new John Jay” with its greater attention to research and its aspiration to be one of the senior colleges of CUNY. This has led to rising expectations for faculty scholarly productivity. In addition, John Jay has been in the enviable position of hiring dozens of faculty during a depressed academic job market, a situation that has allowed us to hire our first choice candidates in almost every search, a choice determined by their potential to contribute to the College’s scholarly profile. Many of these newly hired faculty members come to the College having already published or having secured significant grant funding. As they continue to advance along their ambitious scholarly trajectory and as they enter the faculty personnel process, they have the effect of raising the bar for those already here at the college.

In December 2009, the College Council approved Faculty Personnel Process Guidelines, developed at the initiative of the Faculty Senate and the Council of Chairs, which for the first time described expectations for a faculty member’s advancement through the personnel process and clarified the reappointment, promotion, and tenure process. The existence of written guidelines has had the seemingly unanticipated effect of making the faculty review process more rigorous, even though the guidelines articulate already existing standards. Having these standards in writing has meant that faculty members are more consistently held to them. Other changes have been made in the hiring, reappointment, tenure, and promotion process that in the aggregate may have caused anxiety for the untenured faculty and may explain the tenured faculty’s sense that expectations are changing. For example, in regard to teaching, starting in 2010, job applicants were asked to submit statements of pedagogy and, where possible, were invited by chairs to submit teaching portfolios, which had not occurred before. The recent revision of the “Form C” personnel self-evaluation asks candidates to say much more about their teaching than the previous version; candidates are now asked to explain and document the ways in which their teaching has developed and improved annually. In regard to research expectations, the new “Form C” asks candidates to comment on and evaluate the quality of the outlets in which they have published, sending the accurate message that quality of publication counts more than quantity. Quantity keeps increasing, nonetheless. A comparison of tenure cases between those considered in 2006 and 2012 shows a significant increase in number of publications. For example, the median number of 1st authored peer-review journal articles went from 2 (2.6 average) in 2006 to 5 (7.1 average) in 2011. Perhaps the most significant recent change was an increase in the tenure clock from five to seven years as a result of the collective bargaining agreement reached in September 2008, which left faculty as insecure juniors for two more years and fostered the mistaken impression that with an extended clock come higher expectations for tenure. Increased emphasis on research and the longer period before tenure are in line with the aspiration of the College (and the University) to become a preeminent research institution. However, along with the terrible job market outside the College, these changes inside the College create anxiety about the personnel process.

Despite efforts by the FPC to articulate and clarify expectations with regard to teaching, scholarship, and service, it is clear that anxiety remains. The Office of the Provost and the FPC have continued to support and illuminate the personnel process by a number of means. The Office of the Provost has increased its attention to faculty relations, creating a position, Director
of Faculty Affairs and Services, and developed a staff dedicated to improving life for faculty at the college, especially around the reappointment, promotion and tenure process. The Director and his staff have simplified and clarified the process and currently provide individualized attention to faculty going through it. The Office of the Provost created a handbook and provides training for chairs, who bear the primary responsibility for guidance of junior faculty (CUNY Bylaws Article 9 and the Collective Bargaining Agreement Article 18). The need for attention to the chairs was clear because, in five out of six cases in recent years when full-time faculty were not reappointed, the individuals griped that their department chairs had failed to provide sufficient guidance and the faculty members eventually won settlements. The Office of the Provost frequently sends out general and targeted memos keeping candidates and committees aware of their responsibilities and keeping the process running smoothly. It posts the Faculty Personnel Guidelines in visible places such as the Academic Affairs site and the Provost’s website.

In an effort to be more explicit about expectations for reappointment, tenure, and promotion, the College-wide Faculty Personnel Committee (FPC) established working groups to create general statements about research, teaching and service expectations, statements that are intended to expand on the criteria articulated in the Personnel Guidelines. These statements have been reviewed by the FPC, revised by the Task Forces, and will be discussed and voted on by the FPC in the academic year 2012-2013. The FPC has also provided an optional model of a new protocol for peer observations of teaching, with more detailed instructions for the faculty member being observed and for the observer. The College is also exploring how to effectively observe courses taught online and in a hybrid environment. CUNY-wide, a new mandated Pre-Tenure Review ensures that an academic administrator (Provost or Dean) reviews every full-time junior faculty member’s file after a successful 4th year reappointment, in order to supplement the guidance of the Chair and to put the faculty member in better touch with the Faculty Personnel Committee’s standards. The Center for the Advancement of Teaching (CAT) holds several workshops each semester devoted to the reappointment and tenure/CCE process. The workshops are led by senior members of the faculty including, for example, the President of the Faculty Senate and the Chair of the Council of Chairs, as well as administrators such as the Director of Faculty Affairs and Services, key staff from the Library, and the CAT staff. The faculty union, PSC-CUNY, provides information for faculty on the personnel process via its contract. Faculty receive information from the administration on the organization of personnel files and are encouraged to meet with members of the Office of the Provost to discuss their files and the reappointment, promotion, and tenure process. Each faculty member not yet tenured or promoted is asked to review his/her file each academic year and approve all documents and materials within it.

Despite the unease of faculty going through the process, the clearest evidence of the efficacy of our work to clarify and disseminate our expectations for advancement is the success rate of our junior faculty in achieving tenure. On average fewer than one faculty member per year has been denied reappointment, and, by and large, most faculty who come up for tenure or CCE are awarded this status.

The dissatisfaction with teaching load and the anxiety over tenure and promotion point to a tension between the college’s research aspirations, its obligations as a teaching institution, and its need for faculty willing to serve the college community. It will be important in the years to come to strike a balance among these faculty activities—teaching, scholarship, and service—and to communicate clearly to faculty the expectation that they will ideally achieve a balance among these sometimes competing demands. We also need to shape the promotion and tenure process
so that it recognizes that some candidates will excel in teaching, others in scholarship and that distinction in one area will be rewarded as long as the faculty member shows sustained commitment, energetic engagement, and high-quality achievement in the other.

Diversity of the Faculty

The College has made improvements, but still falls short in its efforts to recruit and retain full-time faculty of color and women. In 2011, women represented 46.2% of full-time faculty and minorities represented 31.3% of faculty: Blacks/African-Americans represented 12.3% of full-time faculty, Hispanics 10.3%, Asians/Pacific Islanders 8.7%. Concerns about diversity were raised in the Faculty Experience Survey 2009 and are evident in the annual Affirmative Action Unit Profile/College-Total Workforce Summary Reports. In 2006, an Affirmative Action Director was hired, thus removing the responsibility from the Office of Accessibility Services and significantly raising the quality of affirmative action analysis, planning, and action. The College established a percentage annual placement goal whenever minority or female representation within a department was less than what would reasonably be expected given the availability of female and minority applicants. The Provost’s Office allocates lines, but the search process is carried out by department chairs and department search committees. Department chairs coordinate with the Affirmative Action Director to draft and file a Recruitment Certification Plan that supports affirmative action procedures and goals and mounts searches that reach the widest possible pool of candidates (JJC Annual notice from Provost).

Analysis of the fulltime hiring process suggests that it has been open and equitable between 2006 and 2011. For example, in 2010-2011 there were 855 total applicants for faculty positions, resulting in 22 hires [3%], and almost half of the hires [45%] were minorities, mirroring the minority to non-minority applicant ratio. Consequently, there has been some improvement in underutilization. The Provost has re-emphasized the importance of diversity in her search protocol in the search for faculty for fall 2012 and fall 2013 and has announced her willingness to assign an additional line to departments that are trying to make a choice between two candidates, one of whom would correct their underutilization. The extra line would allow them to hire both candidates. Despite these efforts, a more aggressive campaign is needed.

Adjunct Faculty

The greatest threat to the health of the faculty community is the over-reliance on part-time faculty. In 2009, the number of full-time faculty peaked at 449, compared to 338 in 2004, but budget cuts resulted in a hiring “pause” and an Early Retirement Initiative, which reduced the number of full-time faculty back to 335 by 2011 (PMP Report 2011). There are approximately 800 part-time faculty members teaching at the College, and they teach about 65% of the course sections. Currently the College provides a welcome packet from HR and from the Provost’s Office, and adjunct faculty are invited to attend an orientation day that focuses directly on pedagogy and standards and indirectly on building community inside and outside the departments. As talented and capable as many of our adjuncts are, they are paid only for the classroom hours of their course, and if they teach two or the maximum of three courses, they are paid for only one additional professional development/office hour per week. Consequently, adjunct faculty, although dedicated to the institution, are often unable to participate in the wider College community because they are working elsewhere to make a living, or are graduate students working on their own degrees. This limits their participation in College governance, curriculum development, College-led faculty teaching and research development activities, and advisement of students. Recognizing these challenges, the College has begun to wrestle with this
issue. The English Department developed training sessions at a variety of days and times so that adjuncts could attend at times of their choosing. In the spring of 2008 and 2010, adjunct mathematics professors received stipends for attending pedagogy workshops. Such compensation is greatly needed if adjuncts are to be included more widely in their departments and the College.

In October 2011, the Provost created the Adjunct Initiative Working Group in order to determine how John Jay College can better support its adjunct professor population. The Working Group, comprised of full-time faculty, adjunct faculty, and staff, conducted a survey that indicated that many adjuncts are long-time employees who see themselves still working at John Jay in five years. There are indicators that many adjuncts feel happy at John Jay, but they also report an awareness of being seen as a second-class part of the faculty community. The group made specific recommendations regarding the provision of informational and infrastructural support and other measures of inclusion in the academic community (see Adjunct Initiative Report). A key recommendation was the creation of a standing Committee on Adjunct Affairs to address the concerns of adjunct faculty and to give them a representative body and a collective voice. Adjuncts will continue to have a voice through the union and the Faculty Senate, but this new committee will address quality of life rather than contractual or governance matters and will inform and advise the Provost as to what she can do to improve the work experience of adjunct faculty. The Committee on Adjunct Affairs was constituted in fall 2012 and meets regularly throughout the year, issuing recommendations and engaging the provost and others in discussion as appropriate.

A similar committee may be needed for full time faculty as well. On May 11, 2012, the President and Provost attended the Faculty Senate to hear about faculty concerns, particularly about the amount of service asked of untenured faculty and the sense among faculty that service does not count toward promotion and tenure but is still expected. The senators made it clear that faculty want some regular, ongoing way to raise issues around faculty workload and expectations, something like an advisory committee, not just to air issues, but also to propose solutions and move those proposals forward to the appropriate administrator, a kind of open portal between faculty and administrators. The President later suggested parameters for the establishment of such a committee and committed himself and the Provost to discussing this subject at the Senate. The need for such discussions and such a committee was confirmed by the 2012 COACHE survey of tenured faculty.

Despite recent perturbations, the faculty at the College has, for several decades, enjoyed a strong sense of camaraderie and collegial support for teaching, service, and research. Now, in addition to this collegiality, the College has made steps to create formal systems of support such as the OAR, the CAT, a Director of Faculty Services, an Affirmative Action Director, and a Committee on Adjunct Affairs.

Strengths:

1. John Jay has a very dedicated and distinguished faculty, committed to their research and students.
2. Faculty are committed to interdisciplinary work.

Concerns:

1. The faculty, especially the tenured faculty, is deeply distressed about the heavy expected teaching load and the other demands made on them.
2. The College relies too heavily on part-time faculty to cover course instruction.
3. The College does not sufficiently support part-time faculty.
4. Too many faculty experience anxiety about the faculty personnel process, despite efforts by the administration to clarify expectations and to support faculty as they go through it.
5. Teaching is not supported sufficiently, and the value of good teaching has not been recognized sufficiently in the faculty personnel process.
6. Service is undervalued and insufficiently rewarded.
7. Faculty diversity is not what it should be in some departments.
8. The faculty personnel process has not yet articulated balanced expectations for teaching, research, and service.

Recommendations:

1. The College should find additional ways to improve the underutilization rates in selected academic departments.
2. Teaching should have more support in the form of a better-funded and more active Center for the Advancement of Teaching.
3. The College should continue with steps to support part-time faculty better.
4. The standards for promotion and tenure should be re-examined so that the reward of professional advancement is available to all who excel.
5. The College should pursue a full-time faculty coverage rate of 50%.

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1 Hiring departments prepare a Personal Vacancy Notice (PVN) and a brief description of the position for advertising purposes. The Affirmative Action Officer meets with and encourages each search committee to advertise for the position in a variety of sources available in an extensive resource list that is provided to the committee chairs. The Affirmative Action Officer also assists management and chairs in arriving at effective solutions to recruitment problems and provides workshops regarding recruitment efforts, interviewing techniques, new regulations and policies of the CUNY Board of Trustees, the Chancellor, the University Affirmative Action Committee, and Federal, State and City agencies.
Chapter Seven
Standard Eleven: Educational Offerings

Expectations for the Standard – The institution’s educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Introduction

John Jay College’s unique mission of educating for justice flavors all of its educational offerings. Undergraduates select a major from an array of degrees, including traditional liberal arts majors that speak to the theme of justice—Economics, English, Gender Studies, Global History, Humanities and Justice, Law and Society, Philosophy, and Political Science; pre-professional majors that prepare students for public service—Computer Information Systems, Criminal Justice Management, Fire and Emergency Service, Fire Science, Police Studies, and Public Administration; forensic programs that link rigorous and traditional science and psychology curricula to forensic applications; and a variety of majors in the field of criminal justice—Criminal Justice BA (Research and Policy Analysis), Criminal Justice BS (Institutional Theory and Practice), Criminology, Culture and Deviance Studies, and International Criminal Justice. Students’ learning is grounded in general education degree requirements, a curriculum that has been recently reframed to focus squarely on student learning outcomes and strengthened to address changes in the student population, the assessment of learning, and new university-wide core requirements.

John Jay’s nine master’s programs complement the baccalaureate programs in the criminal justice and public service fields. Each of the programs is intended to meet the special needs of pre-career, in-career, and second-career students. The College also supports three doctoral programs, one in Criminal Justice and two in Psychology. While all doctoral degrees are granted by the CUNY Graduate Center, these three programs are housed at the College, with classes taught almost exclusively by John Jay faculty. At all levels of the curriculum, the faculty ensures the rigor of educational offerings through the design and assessment of programs and courses. The College ensures that students learn the goals and outcomes of programs and courses through advisement, the web, print materials, and course syllabi.

Fire Year Experience

The First Year Experience (FYE) program offers freshmen the intellectual and social foundations for their college careers. The strategic priorities for FYE from its inception have been to expand the learning community program, increase curricular connections and collaborations, and increase student engagement with peers, faculty, and campus resources. The Library supports FYE with a new Freshman Services Librarian. Learning communities were the initial focus for the FYE. Later, in 2009, based on NSSE findings that indicated low levels of student engagement and on first-year retention data, FYE launched first year seminars. The seminars focused on transition goals, including faculty-student engagement; increased knowledge and use of academic programs, support resources, and opportunities; self-assessment and goal clarification; and increased knowledge about disciplinary orientations. Since the inception of the First Year Experience program in 2006, the College has gradually expanded these offerings. The seminars and learning communities currently provide significant enrichment to approximately 41% of all first-year students. Learning communities have grown
from 14 in 2008 to 20 in 2012. First-year seminars have grown from 4 in 2009 to 28 planned sections (8 of them for spring 2013) in 2012. In fall 2013, however, first-year seminars will be required for all students as the 100-level course in the Justice Core of the new General Education curriculum. (Learning communities will still be an option.) While expanding, FYE has contributed to markedly improved one-year retention, which has increased from 74.9% in 2008 to 78.4% in 2010 and to 79.1% in 2011. Moreover, students in learning communities and first-year seminars continue to show higher GPAs, rates of credit accumulation, and first-term retention than control groups, as indicated in the FYE Annual Report for 2011-2012.

An analysis of retention data shows that the impact of first year interventions begins to wear off during the student’s sophomore year. To address this directly as part of Undergraduate Studies strategic planning, FYE has expanded its scope and been restructured into the Office of Student Academic Success Programs (SASP). SASP now includes additional first-year staffing, a director of student learning and assessment, and an associate director of sophomore and transfer programs. During spring 2013, the SASP staff will oversee work to provide all students with carefully planned and innovative programming for milestone academic and co-curricular planning, engagement, and increased academic success.

Programs of Study

John Jay College currently offers 22 undergraduate majors, two of which are being phased out, and nine graduate programs at the master’s level. Three additional undergraduate liberal arts programs (Anthropology, Latin American/Latina(o) Studies, and Sociology) have been designed and are in various stages of the approval process, and two more majors are under development (Fraud and Forensics, and Human Services). On the graduate level, in addition to the nine master’s level graduate programs the College offers a combined BA-MA program available to students studying criminal justice, forensic psychology and public administration; an MA/JD in Forensic Psychology and Law, in partnership with New York Law School; three doctoral programs under the auspices of the CUNY Graduate Center — Criminal Justice, Psychology and Law, and Clinical Psychology.

All offerings are closely linked to the College’s mission, and there is a general awareness among faculty about the importance of interdisciplinary and integrative learning. The tenured and untenured faculty of the college has indicated through the COACHE surveys that they benefit from and value the opportunities for interdisciplinary, collaborative work with colleagues at the College. At least five of John Jay’s undergraduate majors and four of its graduate programs take an interdisciplinary approach. Three additional undergraduate interdisciplinary programs are under review or in development (see Table of Undergraduate Offerings). Undergraduates are also offered an opportunity to participate in the Interdisciplinary Studies Program (ISP), an inventive set of undergraduate courses that are designed and taught by faculty teams. The program builds a learning community that fosters close relationships between faculty and students. Information and technological literacy is integrated across the curriculum. This is ensured through the mission of the library, the work of our faculty librarians, their collaborations with faculty across the disciplines and program levels, and their membership in the curricular governance bodies at the College. In addition, librarians teach specific class sessions in information rich courses, offer development workshops for faculty, and provide extensive consultations in the curriculum development process.

Graduate and undergraduate students benefit from high impact curricular practices such as for-credit internships and study abroad. Guidelines for credit bearing undergraduate internships are working their way through governance. Guidelines for graduate internships are already in
A new honors program, which enrolled its first cohort in 2009, offers high-achieving students a set of rigorous courses and extra-curricular enrichment that center on the common good, another dimension of John Jay educating its students for justice.

In order to graduate, undergraduate students must complete 120 credits, fulfill all major and general education requirements successfully, pass all required tests, and earn at least a 2.0 GPA. As part of their 120 credits students also have the option to take electives and complete one or more minors. A proposal to allow students to double major is working its way through governance. There is some variability in the number of credits in the majors, from 33 to 73 credits (for Forensic Science), with most majors in the 36-42 credit range. Planning is currently underway to provide additional structure and intentionality to degree plans in response to the new and smaller general education program that the College will launch in 2013 (http://www.jjay.cuny.edu/academics/994.php). With a smaller general education curriculum (from 57 to 42 credits), students will have space in their programs of study for second majors, carefully selected minors and certificates, and other curricular enhancements. Those in more professional majors will be encouraged to elect a minor or second major in the liberal arts.

Candidates for master’s degrees must earn at least a 3.0 GPA, and those enrolled in combined BA/MA programs must maintain at least a 3.5 GPA, meet the requirements of undergraduate general education and their major, and complete the master’s degree program (http://johnjay.jjay.cuny.edu/registrar/registrar/jjauditpolicy2.html). Masters programs range in credit from 30-43 credits, and most programs require students to earn between 39 and 42 credits. In order to help students more successfully navigate these programs, and in response to the Spring 2009 Online Graduate Student Experience Survey which identified advising as a weakness of the graduate programs, particularly in Forensic Psychology, Public Administration, and Criminal Justice, the availability of academic advisement has increased significantly. It is increasingly provided to master’s students by program directors and faculty as well as peer advisors assigned to each program. In Forensic Psychology, the thesis track has also been restructured and students paired with thesis advisors earlier. In Public Administration, a differential tuition has provided additional funding for advisement. The Criminal Justice program director also conducts an advisement workshop each semester. The Office of Graduate Studies provides online skills clinics, in-person advisement workshops, and probation contracts for advisement of students below the required 3.0 GPA.

Curriculum Development, Assessment, and Revision

Since 2006 the faculty has engaged in extensive and intensive curriculum review and development in order to provide undergraduate offerings appropriate to the Critical Choices decision to phase out associate degrees and re-introduce liberal arts majors. With the exception of Political Science, which has undergone considerable revision transforming itself from a government major to one that represents the scope of the discipline today, and Humanities and Justice, a cross-disciplinary major that seeks to examine justice from the perspectives of philosophy, history, and literature, all of the College’s current liberal arts majors have been developed in the last five years according to specific and rigorous guidelines. In addition, majors that were previously more narrowly pre-professional (Criminal Justice, Forensic Science, and Forensic Psychology) have undergone significant revision, adopted liberal arts learning
goals, and evolved away from professional training and closer to the traditional liberal arts
disciplines. The review process for new and revised liberal arts majors includes approval by
departmental curriculum committees, by the Undergraduate Curriculum and Academic
Standards Committee (UCASC), and by the College Council. College-wide feedback and
assessment ensures an up-to-date and appropriately challenging set of offerings. All
undergraduate programs are designed according to learning goals. The UCASC uses guidelines,
informed by best practices, to ensure appropriate rigor and scaffolding of curriculum at all
levels. Since 2007, minors have been structured by a set of guidelines to ensure rigor and will
now be subject to the same thorough review processes as courses and majors.

The master’s programs have also developed and begun to implement assessment plans in
consultation with the Director of Outcomes Assessment and Associate Provost for Institutional
Effectiveness in order to ensure that program goals and learning objectives are being met. The
MPA programs also undergo periodic reaccreditation review by the National Association of
Schools of Public Affairs and Administration (NASPAA).

In addition, since 2008, two new master’s degree programs, a dual MA/JD degree, and six
certificate programs have been approved. The new Forensic Mental Health Counseling and
International Crime and Justice degrees are grounded in the expertise of the graduate faculty.
The programs were developed by the faculty in response to the need, respectively, for counseling
programs leading to professional licensure and for an interdisciplinary graduate program
addressing the globalized crime and justice. In both cases, an extensive College,
University and New York State Department of Education approval process was required. Letters
of Intent were reviewed by the Committee on Graduate Studies, College Council, and University
Office of Academic Affairs’ Program Review staff and circulated to the CUNY college presidents
for comment. Full proposals were then developed and approved by College governance and
then sent back to the University for additional review before submission to the Board of Trustees
for approval. The proposals were finally submitted to New York State Department of Education
for approval and registration. For the Forensic Mental Health Counseling MA, this included
assurance of conformity to New York State requirements for curriculum leading to licensure.
The dual degree program, combining the Forensic Psychology MA program and the Mental
Health Law specialization at New York Law School was approved through the same governance
bodies in addition to those of New York Law School.

Six Advanced Certificates were also developed by the graduate faculty, approved by College and
University governance, and registered with New York State during this period. The
Postgraduate Certificate in Forensic Psychology provides a forensic specialization to
individuals who already have an advanced clinical degree. The Advanced Certificate in Forensic
Accounting qualifies MPA-Inspection and Oversight students who have undergraduate
accounting degrees to sit for the CPA licensure examination. The Advanced Certificate in
Applied Digital Forensics provides computer science professionals with digital forensic skills. The Advanced Certificate in Computer Science for Digital Forensics is a bridge program
providing the computer science background needed for successful applicants to the Digital
Forensics and Cyber Security degree program. The Advanced Certificate in Crime Prevention
and Analysis provides skills relevant to careers in data-based analysis of crime patterns. The Advanced Certificate in Terrorism Studies complements the master’s degree programs, seeking
practical applications of terrorism studies to human security.

All undergraduate majors are scheduled for Program Review at five-year intervals (see schedule
of program reviews). Faculty members engaged in the self-study process provide information
in response to a standard about how the learning outcomes for each course relate to the learning
goals for the major. Regular curriculum mapping and assessment planning facilitate this analysis. Assessment data and program review findings are routinely used to improve curriculum and make it responsive to student learning needs and outcomes. Departments meet with the Undergraduate Dean and the Executive Academic Director of Undergraduate Studies to plan the department’s response to its self-study and review. Last year’s program review in Political Science, for example, noted the need for some curricular updating. In response, the major changed its foundations area to include all current undergraduate sub-fields of Political Science and aligned the names of the sub-fields to those that are standard in the discipline. The analysis of capstone assessment results also led to informed curricular revision. It revealed a weakness in student research skills and pointed to the need for a unique research course. An introductory research course in the discipline at the 200-level was added in response; it was approved by governance and first offered in the fall 2012. This year both Computer Information Systems and International Criminal Justice completed self-studies, external program reviews, outcomes assessment and planning activities toward the development of action plans. It is anticipated that significant curricular improvements will be put in place after their plans are completed and have gone through governance. These activities show the extent to which internal policies and processes support regular assessment and curricular improvement at the College.

Graduate programs are also actively engaged in self-assessment. By 2010-2011 most master’s programs had created program assessment planning schedules. They created curriculum maps in which program goals and course learning objectives are linked. They have since developed outcomes assessment plans (available in the Assessment Committee Blackboard Organization site) and begun to implement them. Crafting grading rubrics has been an important initiation of the outcomes assessment process for most graduate programs. The Protection Management, Public Administration, and Digital Forensics and Cyber Security programs have used grading rubrics for their qualifying examinations. Forensic Science, Public Administration, and Criminal Justice have used grading rubrics for the thesis, capstone project, and comprehensive examination respectively. Forensic Psychology and Forensic Mental Health Counseling have used rubrics in grading key courses, Research Methods and Clinical Instruction (a “mini capstone), respectively. While some course and program revisions have occurred as a result of this first round of assessment, closing the assessment loop with more significant curricular improvements in graduate programs will be the next step in the assessment process. In addition, a revised graduate program five- year self-study template that asks for the program’s outcomes assessment report was adopted by the Committee on Graduate Studies. A schedule of self-studies based on this template has been adopted. The first such self-study is currently underway by the Forensic Psychology MA program.

The learning goals for the majors and programs are publicized in a number of ways—through the undergraduate bulletin, advisement handouts, and the web. Our undergraduate majors now have learning goals that are clearly stated and students understand them as demonstrated by the 2006 and 2009 Student Evaluation of the Major Survey. After the 2006 survey, which indicated that only 64.7% of student respondents thought that the outcomes were clear, the College took swift action. It redesigned its website, created web pages for each major, increased the frequency for updating the bulletin and assigned the bulletin’s revision to an academic director rather than to marketing staff. These actions had a considerable impact. By 2009 over 83% of the students surveyed thought that the goals were clear (See Summary of Student Evaluation of the Major 2006-2009 with Regard to Learning Goals). The College is working toward further improvement in this area. To this end, a more student-friendly website, which will carefully highlight program learning goals, assist students in the selection of majors, and promote more intentional degree planning, is in development.
Rigor of the Curriculum

Consistent attention to the curriculum has ensured that students experience it as rigorous and sufficiently challenging. First-year student respondents to the 2009 and 2012 administrations of NSSE showed a significantly higher benchmark score for Level of Academic Challenge than first-year respondents at peer institutions. The students’ perception of difficulty may be related to their levels of preparedness for college level work, especially in gateway math courses. Grade distributions in some foundational math courses indicate that those courses are being taught at a level that does not sufficiently match students’ preparation and skill levels. While challenge and high expectations are paramount to learning, research on student learning also shows that courses need to be taught at a level that is consistent with appropriate (achievable) goals in order for the course to motivate students to learn at their best. If students have not mastered pre-requisite skills for a given course and skills in a course have not been appropriately scaffolded, students’ learning is significantly impaired.

The College has taken a series of steps to achieve the appropriate balance between challenge and motivation in its developmental and foundational math curriculum. Starting in 2007, it invested in curriculum assessment and revision through the Math 2012 initiative. A paced college algebra course (Math 104) was added for students whose math skills test scores indicated that they would benefit from slower pacing. The initiative also included intensive development for its foundational math faculty. This investment did not yield the intended outcome as indicated by studies of students’ retention of concepts from term-to-term and recent assessments of Math 104. In part, the lack of success can be attributed to the fact that almost all of the instructors in Math 104 are adjuncts, and many were not available for the professional development opportunities provided by the department. The Undergraduate Dean and the Provost rethought the approach and hired a seasoned math educator, effective fall 2012, to lead reform and coordinate foundational and developmental math. The position reports to the Undergraduate Dean. This structure, leadership, and oversight of faculty and curriculum, combined with the hiring of a cadre of full-time lecturers over the next few years (who will report directly to the new math coordinator), has been put in place to more fully and systematically address the issues. The Dean and Math Coordinator have developed a plan that will focus first on full-scale assessment, adjunct assessment, curriculum coordination, pacing, and a new recitation offering. An assessment plan for these early interventions and for the program was developed by the Math Coordinator and Dean in fall 2012.

On the graduate level, the MPA and Protection Management programs have revised their qualifying examinations to provide an early challenge to graduate reading comprehension and writing skills and to tie the exams to competencies required for student success in the programs, including passing the Protection Management program’s comprehensive examination and the new capstone policy paper in the MPA programs. The Digital Forensics and Cyber Security program’s Advanced Certificate in Computer Science for Digital Forensics now provides an opportunity to strengthen the computer science competencies of potential program applicants. The bridge program is comprised of two intensive and accelerated courses created for the certificate program plus two of the degree program’s core courses.

Consistency in Multi-Section Courses

A related concern for undergraduate education at the College is how large, multi-section courses ensure rigor and consistency across sections. A spring 2012 survey of department chairs identified methods that are used in our eleven largest multi-section undergraduate courses to
ensure consistency. For nine of the eleven, the method is the appointment of a course coordinator who monitors all sections. Another method all eleven use is to establish learning outcomes for the course that are shared among sections. Most use a common syllabus and a little less than half employ prescribed assignments across sections. More than one-third use common exams. All provide a new faculty orientation or mentoring to faculty teaching sections of the course. Not all faculty teaching multi-sections are observed or given model syllabi, however. In multi-section courses, these two strategies could help improve consistency (See Survey of Chairs on Multi-section Course, spring 2012). In fall 2012, the Undergraduate Dean recommended these strategies to major coordinators and began to discuss them with chairs of the departments that offer these courses.

Common syllabi, grading rubrics, and comprehensive examinations are important tools for ensuring consistency in graduate courses with multiple sections. The large MPA programs share multiple sections of the foundations course, PAD 700. They are taught from a common syllabus and common grading rubric as are several other required courses. The MPA capstone course is also a multi-section course that employs a grading rubric. Moreover, each project is graded by three faculty members using the grading rubric. Comprehensive examinations and grading rubrics in Criminal Justice and Protection Management also function as reviews of the consistency of program courses. In Forensic Psychology, a grading rubric for the Research Methods course provides a standard for that key course. Other graduate programs are also in the process of developing rubrics for multi-section courses.

Educational Experience of Transfer Students

Because of the College’s Critical Choices plan to phase out associate degree admissions and our development of the joint admission CUNY Justice Academy, the student transfer experience is especially important to the College. Starting in 2009, the College began to systematically examine the experience of transfer students. NSSE2009 data revealed that seniors who entered John Jay as first-time freshmen were substantially more engaged in learning experiences and activities that require familiarity with the College than seniors who entered as transfer students. These differences were particularly marked for three particular benchmarks: 1) Student-Faculty Interaction, 2) Enriching Educational Experiences, and 3) Supportive Campus Environment. The situation is nearly the same for the 2012 NSSE results. The College was also aware that transfer orientation and advisement were inadequate, and it developed and implemented plans to address these concerns. For CUNY Justice Academy students, the Office of Enrollment Management began to reserve seats starting in spring 2010 in selected upper-level course sections of the Criminal Justice major to facilitate the transfer students’ engagement and enrollment. A pilot winter session 2011 math bridge program for CUNY Justice Academy students was implemented, followed by early start programs in Math, Forensic Science and Criminal Justice. The early start initiative was piloted in Math during summer 2011 and implemented in all three areas in 2012.

The new Honors Program also benefits transfer students; it offers sophomore and junior admission. Eligible transfer students are targeted for recruitment and may apply for admission into the program. Academic advisement for transfer students was moved from the Counseling Department to the Academic Advisement Center (AAC) effective fall 2012. While resources are not yet in place to provide comprehensive transfer advisement on par with the advisement that we offer first time freshmen, increased staffing has gone some way toward meeting the need. In fall 2011, 1385 new transfer students registered at the college. The AAC provided individual advisement to 628 students or 45% of the fall 2011 transfer class. In spring 2012, 977 new transfer students registered at the college. The AAC provided individual advisement for 618
students, 63% of the spring 2012 transfer class. With the addition of three new professional advisors budgeted for 2013, we should be able to advise all incoming transfer students in fall 2013.

In addition, the Office of Undergraduate Studies funded three part-time on-site advisors at the community colleges for CUNY Justice Academy students. A comprehensive advisement website, called Transfer Central, has been planned and is being implemented incrementally. To improve faculty and transfer student interaction, the Justice Core of the new General Education will offer a transfer version of the 300-level seminar, which will include activities that bolster student faculty engagement outside of class, similar to those offered to freshmen in the 100-level Justice Core Freshman Seminar. Finally, the implementation of the advisement plan for advisement in the major also will help ensure that transfer students have increased meaningful interaction with faculty.

Qualifications of Graduate Faculty

Full-time faculty are “appointed” to the master’s faculty from the general faculty and adjunct faculty members are hired to teach based on program needs. Review criteria for graduate faculty status differ considerably among the nine programs. In most cases, however, a graduate faculty member holds a terminal degree and has a publication record in the teaching field. In areas where professional experience is highly valued, it is sometimes deemed sufficient, in addition to a master’s degree, for select adjunct appointments. Some program directors use the C.V. alone to screen graduate faculty applicants, while others also review teaching experience. Graduate program directors, who compose most of the membership of the Committee on Graduate Studies, nominate graduate faculty candidates to the Committee. In the last five years, 65 full-time and 12 part-time faculty members’ nominations have been approved by the Committee on Graduate Studies and submitted to the Provost by the Committee. None has been rejected by the Committee although one candidate was conditionally approved with the understanding that he would be closely supervised by the program director because of his limited teaching experience. Given the review and decision-making processes and the fact that not a single applicant has been turned down by the Committee on Graduate Studies, standardized criteria would help ensure the quality of faculty who are recommended to the Provost for graduate teaching status. The doctoral programs have membership committees that vet applicants for admission to the doctoral faculty and that maintain a regular schedule of review to ensure that doctoral faculty continues to meet the standards set by the programs for doctoral faculty status.

Adequacy of Resources and Facilities to Support Educational Offerings

In the past there have been somewhat divergent opinions about facilities and space, with students generally more satisfied with space and facilities than faculty. The College’s move to the new building starting in fall 2011 has greatly improved the quality of classroom and academic service space to support the curriculum. It will undoubtedly take time for the effect of these improvements to be understood and appreciated. In its planning for the new building the College paid attention to the needs of its students and its departments and is taking the appropriate steps to provide its faculty members with the resources and facilities needed to support the curriculum.

New labs in the Departments of Psychology and Sciences have increased students’ opportunities to engage in research with their faculty members. Smaller teaching labs limit forensic science lab section enrollments to 24 from a previous 32 seat cap, which will intensify the learning
experience for students. A moot court and an art gallery add new learning environments. The English Department has a new computer lab, while the theater has added a second performance space with the opening of a black box theater in the New Building. The New Building also houses a cutting-edge, high-rise simulator and an emergency simulator, one of the first of its kind in the country. This facility supports the teaching function in the Department of Security, Fire, and Emergency Management and the Department of Public Management, the activities of such centers as the Academy for Critical Incident Analysis and the Christian Regenhard Center for Emergency Response Studies, and the professional education provided for security and emergency personnel through adult and continuing education.

Many departments have seen a significant expansion of their current resources, most prominently the Science, Psychology, and Mathematics and Computer Science Departments. The Mathematics Department has seen its forensic computing lab space increase dramatically, from 738 square feet in North Hall to 1,856 in the New Building. Similarly, Psychology has almost twice as much space in the new building, with 4,810 square feet in lab space (versus 2,582) and a 725-square-foot moot courtroom (versus 475). The Science Department has 22 teaching labs in the new building for a total of 23,000 square feet, compared to 10 labs totaling 13,000 in North Hall. The number of research labs will decrease from about 25 to 4, but with an increase in space from 6,000 to 9,000 square feet. This decrease in the number of research labs will actually be a welcome change, as the labs were unnecessarily disjointed in North Hall.

Many departments now have extra space devoted to students. For example, both the Mathematics and Political Science Departments will have student work offices, while the Psychology Department now has sixteen dedicated doctoral student offices. Moreover public space for student interaction and meetings allows students to meet to discuss class projects and learn together in informal settings, an experience that was nearly impossible for John Jay students until the new building opened its doors to them.

There is currently some concern that classroom space is insufficient to support the planned number of small-size writing intensive course sections, first year seminars, and learning communities as these expand with the new general education curriculum. The Office of Enrollment Management has begun to assess capacity to support these initiatives and the new general education curriculum. In addition to the amount of space, the faculty and Undergraduate Dean have concerns about the kind of classroom space that exists in the new building. Most classrooms have built-in desks and seats. This means that collaborative pedagogies are more difficult to implement since the majority of classroom space is not flexible and only supports the lecture model. Classroom size and configuration will ultimately restrict the College’s pedagogy by limiting the number of small sections and the number of flexible spaces.

Table 7.1 shows the difference between demand and supply for classrooms for the fall 2012 semester. The implementation of the new general education requirements in the fall 2013 semester will require that all freshmen enroll in a freshman seminar. This will exacerbate the classroom demand problem because these classes will be capped at a maximum enrollment of 25 students. The percentage of freshmen enrolled in the seminar will increase from 25% to 70% for fall 2013. This will mean an enrollment of approximately 1,300 freshmen or 52 sections. Offering the 52 sections of freshman seminar, primarily during the day, will restrict the number of other similarly-sized sections that can be offered. Writing Intensive courses in the fall semester will need to be curtailed in order to offer the freshman seminar courses. The only other similarly sized courses are graduate sections (23) and senior seminars (24).
The library’s physical facilities are also limited, but luckily our electronic collections are excellent and support the curriculum very well. Given the increasing importance of electronic resources in the library, the Provost has recently made it a priority to enhance the library’s digital capacity by allocating lines specifically for emerging technologies and information literacy librarians. There is also concern about the extent to which the campus provides sufficient computer labs for teaching purposes across the curriculum. The Undergraduate Dean, the Vice President of Enrollment Management, and the Director of ITSS have begun to address the issue by assessing current utilization and need and initiating a cross divisional planning group to determine future needs.

Finally, communication about space plans and planning could be improved. Some chairs and faculty believe that there is insufficient notice or consultation about the College’s space allocations. The Senior Vice President for Finance and Administration has addressed the need for notification by issuing a regular newsletter to the college community about space matters. The Strategic Planning Subcommittee (SPS) scheduled several dedicated meetings in fall 2012 to address these concerns, and a working group of some of the members formed to begin to assess and project the space needs for the next several years. The ongoing focus of the SPS on space with ensuing recommendations will provide the vehicle for consultation on space issues of concern to the faculty and the academic affairs administrators.

**Transition to Senior College and Development of Liberal Arts Degrees**
Since its Critical Choices decision, the College has been grappling with the extent to which its current offerings in the liberal arts are sufficient for its new status as a senior college of CUNY. It was not until the 2005-06 Critical Choices process ended that CUNY granted permission for John Jay to transition to senior college standing and develop new majors in the liberal arts. The Critical Choices report found that some of the country’s most prominent specialized colleges offer liberal arts majors to varying degrees while maintaining a focus on preparation for specific careers and training.

Analyzed from the perspective of the College’s mission, John Jay College would seem to need a very broad array of liberal arts majors since questions of justice are at the heart of liberal learning. We understand that liberal arts learning goals—critical and creative thinking, civic knowledge and engagement, ethical reasoning, and problem solving among others—are the characteristics of engaged citizens in just societies. Our motto—educating for justice—with its list of modifiers inscribes the expansiveness and inclusiveness of our mission in a list of the kinds of justice we educate for, including gender, racial, environmental, economic, philosophic, and even, with tongue somewhat in cheek—poetic and real justice.

There are other compelling reasons for the College to expand its liberal arts curriculum. Most importantly, the College needs to prepare students for the world that they will inherit, a world that is shaped and connected by a global economy where multiple careers and employment instability are likely to be the norm. To achieve success, students will need to view problems and solve them from multiple perspectives. They will need to develop dispositions and habits of mind that they have not yet imagined as they work with complexity and ambiguity, apply intellectual rigor and learn how to persevere. John Jay students, among the least prepared and “ready” for College of those attending the University’s senior colleges, will need to compete with more privileged graduates who started their college careers, based on current academic profiles, better prepared; they will need extensive liberal arts training to thrive in this world.

To this end, the College has begun to cultivate an environment that supports professional studies, liberal arts, and integrative curricular experiences, like our Humanities and Justice Major. Here we take our cues from our faculty, whose scholarship, across all disciplines, brings injustice to light and influences the course of justice, and from the communities of practice that support our mission. From a truly integrative educational model—without obstructionist learning silos—we work toward the future, developing the kind of liberal arts programming that actualizes liberal learning and provides opportunities for students to immerse themselves in a full array of its constituent learning experiences.

A critical step in this direction is to provide a diversity of liberal arts programs so that a student, for example, who does not excel in Forensic Science can consider majors in biology, chemistry, health or environmental sciences rather than dismiss scientific exploration altogether. We often ask ourselves: how in today’s world can a senior college offer only one science major? For the College to mature and meet the needs of its students and the volatility of the labor market, the same spectrum of diversity is needed in all areas of the liberal arts. We need to work toward majors like Health and Humanities so that our students who come to John Jay for the health care related pre-professional preparation that we envision in the future are adequately prepared with the tools of the humanities to meet the challenges that their professional career choice will present. This kind of programming will give our students a competitive advantage as it develops their capacities for life-long learning.

In addition, increased liberal arts programming is necessary because many of our entering students are exploring the frontiers of knowledge for the first time. The majority of these students are initially drawn to the College because of its reputation as a path-breaking
institution in the criminal justice field. Once enrolled, however, a considerable number of these students, who are exposed to liberal arts disciplines in the General Education curriculum, marvel at new areas of knowledge and skills to which it exposes them. They want to pursue liberal learning toward graduate preparation, creative expression, or a leadership career in public service. If the College does not offer liberal arts majors that address our students’ burgeoning interests, the College loses students it has worked hard to recruit and weakens the diversity of academic interest of the student body.

With the expansion of liberal arts options and integrative programming, the College will be better equipped to prepare students for justice-related careers, for leadership roles in the public’s service and for graduate education. John Jay will then be able to fully realize its mission.

Strengths:

1. John Jay has an international reputation as a leading institution in criminal justice and public services education.
2. Curriculum development and review is active and rigorous.
3. John Jay’s new liberal arts majors are innovative and cutting-edge.
4. First semester freshmen are well-served by our First Year Experience program which has expanded steadily and will continue to do so.

Concerns:

1. Our classroom sizes and configurations do not always support our pedagogical aspirations and class scheduling needs.
2. There do not seem to be standards, at least not consistent ones, used by the Committee on Graduate Studies in the identification of faculty for teaching in the master’s programs.
3. Transfer students continue to report significantly lower levels of engagement compared to native students. (NSSE)
4. There is no plan yet for completing the liberal arts component of the Critical Choices agenda. (repeated from Standard 1)

Recommendations:

1. The Committee on Graduate Studies should develop formal standards for the nomination of faculty to the Provost for teaching in master’s programs.
2. Academic Affairs and Student Affairs should more actively develop programs and activities to engage transfer students.
3. The College should engage faculty forums on the possible addition of liberal arts majors. (repeated from Standard 1)
Chapter Eight
Standard 12—General Education

Expectations for the Standard – The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Introduction

John Jay College has been deeply engaged in the processes of general education reform since 2006. This effort, propelled by the College’s transition to senior college status, best practices for liberal learning at the undergraduate level, assessment findings, and the CUNY Pathway’s initiative, will culminate in the launch of an innovative 42-credit general education program in fall 2013. At the center of the new program, emanating directly from the College’s mission, is a justice-based core curriculum that unifies the academic and intellectual experiences of the campus’ undergraduates and drives the entire community--students, faculty, staff and administrators--to reflect and act on justice. The community shares great aspirations for its General Education program, which specifies unique institutional learning goals for each student that have been carefully shaped by the College’s mission. The assessment plan for general education is based on a best practices pilot that was implemented in AY 2011-2012. Rigorous and multi-tier assessment will contribute to the on-going development and enhancement of mission- and outcomes-based general education for John Jay’s students over the next decade.

General Education Reform at the College

Beginning in 2006-2007, under the leadership of the Undergraduate Dean, the College’s faculty immersed itself in planning for a new general education program at John Jay College. A task force composed of faculty and key administrators was formed. The College’s mission mandated a general education curriculum that would improve students’ critical reasoning, information literacy, technological skills and communication abilities; foster innovative problem-solving; enhance moral judgment and ethical practice; promote interdisciplinary approaches to problem-solving; and facilitate global awareness and personal and social growth toward engaged citizenship and public service. In service to the mission, the Critical Choices decision coupled with the nation-wide movement for the revision of liberal learning and local information on student achievement, pointed to the need for significant general education reform at the College.

In December 2008 the Task Force on General Education issued its report, which specified a broad range of issues and options to guide curricular development. With the College’s mission in mind, the Task Force found that the College’s General Education Program had “eroded” over the years and that neither students nor faculty were engaged by the program. The task force also found that General Education lacked sufficient oversight. The report proposed a set of learning objectives for undergraduate education at the College and various general education models for the community to consider. As the next step, a General Education Steering Committee was established to develop a draft General Education curriculum architecture for the College that addressed the Principles for Effective General Education, which had been developed by the Task Force and adopted by UCASC and the College Council in May 2009.

During the 2010-2011 academic year, the Steering Committee recommended a 47-credit, justice-themed and learning outcomes-based general education curricular structure that was approved by UCASC and the College Council in late spring 2011. The proposed curriculum organized
credits into six broad categories, including (1) a scaffolded Justice Core (9-credits), (2) Communications and Reasoning (21-credits), (3) The Creative Dimension (6-credits), (4) Learning from the Past (6 credits), (5) The Natural and Physical World (7-credits), and (6) Self, Culture and Society (7-credits). The categories themselves show how fully the new curriculum would be tied to the College’s mission. The proposed curriculum, however, was not developed further.

In its meeting of June 27, 2011, the Board of Trustees of The City University of New York (CUNY) approved a resolution establishing the Pathways to Degree Completion Initiative (“Pathways”). The initiative’s purpose is to create a curriculum that will streamline transfer, promote credit accumulation toward degree completion, and enhance the quality of general education across the University. Obstacles to transfer at the University among colleges have been significant and have greatly impeded student success according to Associate Vice Chancellor Julia Wrigley’s assessment of the transfer problem at the University. The Pathways initiative was developed to ensure that the 30-credit common core will only contain courses that after university-wide faculty review are ipso facto equivalent among campuses. Since it is an outcomes-based curriculum, course by course equivalency determinations will no longer be required.

The Pathways initiative supplanted the new John Jay model, although both share many elements. Since the initiation of Pathways, faculty and administrators at the College have worked to ensure that the new curricular structure put forward by Pathways is as closely aligned with the College’s May 2011 adopted vision and architecture for General Education. Both models focus on student learning outcomes and abilities, and a number of the organizational categories are nearly identical. Most importantly, the College’s mission undergirds the structure’s categories as described below.

The Pathways’ 42-credit general education curriculum includes 30-credit liberal arts common core as mentioned above combined with an additional 12-credit college option for the senior colleges. The Common Core is composed of a 12-credit Required Core and an 18-credit Flexible Core. The Required Core includes three credits of Natural and Physical Sciences, six credits of English Composition and three credits of Mathematics and Quantitative Reasoning. The Flexible Core is composed of six three-credit liberal arts and sciences courses, with at least one course in each of the following five categories—1) World Cultures and Global Issues; 2) U.S. Experience in its Diversity; 3) Creative Expression; 4) Individual and Society, and 5) The Scientific World. Students may not take more than two courses in any discipline or interdisciplinary field. John Jay’s new general education curriculum—Common Core and College Option—is depicted in Diagram 8.1 below. John Jay elected to use its 12-credit college option to create a unique and common experience for its students that emphasizes the College’s unique mission. The College has entitled this common experience “the Justice Core,” a vital six-credit curricular structure that clearly orients students at the 100 level and sharply focuses them at the 300 level on the relevance, scope and depth of the College’s mission. The 100-level course, Justice and the Individual, acts as a first year seminar, easing the student’s transition to college introducing the College’s mission through the meaning of justice for the individual.
Diagram 8.1

The 12-credit College Option includes two additional categories in addition to the Justice Core: 1) Learning from the Past, and 2) Communications. In the College’s model, foreign language will reside in the Communications category. Students will be required to take a 101 and 102 course sequence in a foreign language, unless exempt from all or part of the requirement. The 101 course will reside in the World Cultures and Global Issues category of the Flexible Core, while the 102 course will reside in Communications. Students who are not exempt from the foreign language sequence will: 1) satisfy the 3-credit Communications requirement with the 102 course, and 2) be required to take the sixth course of the Flexible Core in the World Cultures and Global Issues category.

The new general education program is being designed to address numerous deficiencies that our recent comprehensive general education assessment pilot study identified in our current general
education program. The 2012 faculty-led assessment report provided the College with its first comprehensive study of student learning in general education. The committee decided to pilot an approach that would accomplish two goals: 1) provide information about student achievement in our current general education program, and 2) provide baseline data and concrete recommendations for curriculum, pedagogy and general education assessment in the new curriculum.

The study was designed to address the seven Middle States-recommended areas of general education competence: written communication, oral communication, scientific reasoning, quantitative reasoning, critical analysis and reasoning, technological competence, and information literacy. Wherever possible, competency areas were assessed using relevant AAC&U VALUE rubrics because they provide a reliable, national standard against which to measure our students’ learning. The findings were illuminating in every area of assessment.

Most broadly the committee found that John Jay student abilities as assessed in the capstone were below national norms. This is not surprising, given the average level of preparation of John Jay undergraduates upon entry as indicated by mean CAA scores, SAT scores and the CUNY assessment tests. The undergraduate dean has suggested to the general education assessment subcommittee that a value-added approach to assessment that examines student skill levels upon entry and establishes interim and exit benchmarks would be a useful addition to the general education assessment plan for John Jay going forward. Faculty concur and anecdotally report improvements among students that they have taught as freshmen and then again as juniors and seniors. A value-added approach would capture these improvements and help specify areas of strength and curricular weakness. A standardized assessment such as the CLA and portfolio assessment are among the options to be considered. The General Education Subcommittee of UCASC is in the process of developing a full assessment plan for the new general education program based on the results of the pilot and the new curriculum.

Although the general education assessment report revealed that students were performing below national norms, it found that “the majority of capstone students are at least moderately proficient in the basic academic skills. They can select a topic, identify and access sources, and manage the mechanics of writing. Their performance is weaker on more challenging tasks such as analyzing data, drawing conclusions, and putting their subject, ideas and writing in context....” In some majors, students do not seem to have systematic and scaffolded opportunities for writing, a skills area through which liberal learning knowledge and multiple general education skills can be learned, practiced and assessed. The College launched a Writing Across the Curriculum program in 2007. A key feature of the WAC program has been the development and certification of faculty in Writing Intensive course development and preparation. While 119 faculty across the College have participated in WAC development as of the start of the fall 2012 semester, WAC assessment shows that only a handful of liberal arts departments actually offer writing intensive courses. This coincides with a key finding of the general education pilot report: selected majors are graduating students that the assessment found to be “highly competent” in the more challenging analytical areas of academic performance. (“Papers from capstone courses in the Political Science, Humanities and Justice Studies, English, Global History, and International Criminal Justice majors scored higher than others” pp. 3-4).

To enrich students’ degrees with the new general education program, which is fewer in credits, and to address the liberal learning performance gap in some majors, the Academic Standards Committee of UCASC is considering proposals to strengthen liberal learning. A proposal currently in subcommittee that will permit double majors for the first time in the College’s history, will include a stipulation that students in bachelor of science programs (with the
exception of Forensic Science) must elect a liberal arts second major, if they are interested in doubling their focus. In addition, the general education assessment report is being widely disseminated through all governance bodies and to academic departments. The undergraduate dean is meeting with major coordinators and chairs to assist in fully closing the loop on assessment of the majors during this academic year. She is discussing results, plans and marshaling resources to assist departments. During these consultations, she is also recommending that select majors require that students enroll in complementary liberal arts majors to ensure that critical general education skills are sufficiently developed and routinely practiced. She is also discussing general education assessment results and their bearing on the major and the department’s contributions to general education. Pinpointing how majors and minors contribute to the General Education outcomes will be a focus of work for major and minor coordinators beginning in the spring 2013. Action plans for specific improvements in departmental contributions to general education will be developed from these discussions and shared with the faculty-led general education subcommittee of UCASC.

Beginning in the spring 2013, UCASC will begin planning a series of events that bring faculty teaching general education courses together to discuss assessment results, promising practices, and successful strategies for seamlessly linking general education outcomes with the curriculum of our majors and minors. The Policies, Procedures and Practices (PPP) subcommittee of UCASC will consider how UCASC’s program and course planning and proposal documents and procedures can be updated to emphasize this curricular integration. Student Academic Success Programs and Academic Advisement will support this curricular effort. They will partner with Student Affairs to ensure that there are many opportunities for each student through each milestone in her career to reflect on their learning through general education and its integration with the major, minor, certificate programs, credit and non-credit internships and other curricular and extra-curricular learning experiences. The seminars in the Justice Core will provide rich opportunities at the 100- and 300-levels to reinforce this integration.

The assessment report also stated that there seems to be very little consensus among faculty about which general education requirements are most important and what the requirements for mastery should be. There are multiple interrelated issues that contribute to both the unevenness of expectations and outcomes across majors and the lack of consensus about expectations and mastery levels among faculty. At the core of these issues is the fact that many full-time faculty members have not been engaged in teaching general education courses. Depending on the semester, only between 21% and 25% of all sections taught at the 100-level, for instance, are taught by fulltime faculty. The new general education curriculum, which allows faculty to teach in areas of immediate interest related to general education outcomes, should increase the number of full-time faculty teaching general education courses.

Faculty ownership of general education is critical but it is in itself insufficient for improving outcomes. Both adjunct faculty and full-time faculty beginning in spring 2013 will be offered numerous development opportunities in scaffolding curriculum and in using pedagogies which engage students and develop and reinforce critical general education skill sets. The following workshops will be offered by Undergraduate Studies through the Center for the Advancement of Teaching: The New General Education Curriculum: An Overview; Teaching with Learning Outcomes for General Education; Scaffolding Assignments to Promote Learning; Culturally Responsive Teaching and Student Academic Success; Writing Across the Curriculum: the Role General Education Courses; Providing Appropriate and Scaffolded Feedback on Writing Assignment; Integrating and Scaffolding Information Literacy Skills in Assignments; Integrating Critical Reasoning Skills Across the Curriculum; Developing Assignments to Meet General Education Learning Goals; Reading Across the Curriculum; Assessing Oral Communication Skills, and Scaffolding Curriculum. College faculty, key administrators and external experts will
design and deliver the workshops in consultation with the dean, the Office of Student Academic Success Services, and the General Education Subcommittee of UCASC.

To address the consensus issue, UCASC developed guidelines in the spring 2012 for courses at all levels. The guidelines, agreed upon by the UCASC, which includes the chair of each department’s curriculum committee or a representative, scaffolds general education skills across all course levels. Having received the full general education assessment report in September 2012, UCASC approved specific guidelines for the capstone as well. In UCASC’s further investigations into the capstones, the committee has learned that there is a conflation between 400-level courses and capstone courses. The proposed guidelines separate these and specify that capstone outcomes include integrative learning, synthesis and higher level analytical and critical reasoning skills. Transition outcomes have been included. The guidelines will be used by UCASC to assess new courses and to provide feedback to departments through the assessment process. The guidelines also will be used for faculty development. They highlight skills that are important across the curriculum and that will facilitate consensus.

**Strengths:**

1. The college option in the new general education program permits us to offer courses on justice, which so many students come to John Jay to study.
2. There has been considerable faculty participation across many departments in course development. Courses also represent faculty interests more than current General Education courses. This should increase the number of full-time faculty teaching General Education courses at the 100- and 200-levels.
3. Learning outcomes are tied to the College’s mission and interdisciplinary perspectives, part of the academic vision put forth by the Provost.

**Concerns:**

1. The new General education program will require more careful degree planning to use credits effectively given the number of credits in the new program (42 v. 59+).
2. Pathways brought to the fore departmental territoriality. It has been difficult to work toward increased interdisciplinarity in this context.
3. The structure does not provide for sufficient integrative opportunities for student learning.
4. The new structure does not scaffold curriculum sufficiently across the students’ entire undergraduate experience (first 60 credits).

**Recommendations:**

1. We should monitor student degree planning to ensure appropriate scaffolding of general education courses.
2. We should develop some 300-level integrative model core courses for the Justice Core.

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1 For an analysis of the controversy over Pathways at John Jay, see Chapters 3 and 6.
2 Circles outlined in black indicate areas of the Common Core (30 credits). Circles filled in red correspond to a Required Core Area. Circles filled in green with black outline indicate a flexible core area of the Common Core, and circles filled in blue denote the College Option.
Chapter Nine
Standard Thirteen: Related Educational Activities

Expectations for the Standard — The institution’s programs and activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Introduction

Consistent with the mission of “education, research and service in the fields of criminal justice, fire science and related areas of public safety and public service,” the College offers special programs and activities, both credit-bearing and not-for-credit, beyond its traditional degree programs. Differing greatly from each other, all serve to connect the College community to other communities beyond our walls, to expand access to the College’s areas of expertise, and to create opportunities for students and faculty alike to leverage their John Jay connection to advance their professional standing. These extended college programs include certificate programs, experiential learning, adult and continuing education programs, courses at other locations, high school programs, online education, and the centers and institutes in the John Jay Research Consortium. On the whole, these programs show a range of dynamic and exciting educational offerings, most of which grow from the College’s unique mission.

Certificates

The College offers nine credit-bearing certificates, designed both to augment the regular curriculum and to provide a bridge to the College for non-matriculated professional students.

New York Police Department (NYPD) Leadership Program: Supported and authorized by the New York City Council, the NYPD Leadership Program is a tuition exempt program of four credit-bearing courses, especially designed to give to New York City police personnel an understanding of the multicultural population they serve and an enhanced capability for service-oriented leadership in the supervisory ranks. With separate programs for undergraduate students and for non-degree graduate students, the NYPD Leadership Program offers over forty sections annually, serving well over three hundred students. Academic advisement and career counseling are provided throughout the year. Faculty serve as academic directors of the program and monitor syllabi and student satisfaction. Most courses in the Program are included in the Department of Law and Police Science’s outcomes assessment plan, and an independent assessment plan was developed by the Office of Graduate Studies, which coordinates the program. Students may apply NYPD Leadership Program credits toward a Bachelor’s or Master’s degree at John Jay College.

Undergraduate Certificates

- Addiction Studies Course Completion Certificate: The Addiction Studies Program of John Jay College is a New York State Office of Alcoholism and Substance Abuse Services (OASAS) Certified Education and Training Provider for the Credential in Alcoholism and Substance Abuse Counseling (CASAC). We offer eight courses that fulfill the education requirements for CASAC and two courses that fulfill the training requirement.
- Dispute Resolution Certificate: Upon successful completion of 30 credits, including a practicum, matriculated students receive a certificate in Dispute Resolution, authorized by the Board of Trustees of CUNY and NYSED.
The Master’s Program in Criminal Justice offers two certificates, open to both matriculated graduate students and non-matriculated students in possession of a bachelor’s degree from an accredited institution.

- Advanced Certificate in Terrorism Studies
- Advanced Certificate in Crime Prevention and Analysis

Postgraduate Certificate in Forensic Psychology: The Psychology Department offers this certificate primarily for those who have already received a master’s or a doctoral degree in psychology, social work, counseling, or a related field and wish to develop a forensic specialization. The certificate does not lead to licensure but provides coursework for students who have applied for licensure and who have been requested by state licensing boards to take additional courses.

The Master’s Program in Digital Forensics and Cybersecurity offers two certificates.

- Advanced Certificate in Computer Science for Digital Forensics, a bridge program for post-baccalaureate students seeking entrance to the Master’s in Digital Forensics and Cybersecurity. Those who complete four courses with a B or better receive a certificate and may apply for transfer into the Master’s Program.
- Advanced Certificate in Applied Digital Forensics is awarded upon completion of four graduate courses in the science of digital forensics and upon receiving a score of Pass or better on the Applied Digital Forensics Certification Exam.

Advanced Certificate in Forensic Accounting, articulated with the MPA in Inspection and Oversight, prepares students for professional careers in accounting with special focus on the investigation of fraud. The curriculum meets the content standards of the Association of Inspectors General.

The courses in these certificate programs are part of the regular John Jay curriculum. They are subject to the same governance processes and the same expectations as the courses in majors, minors, and graduate programs of the College. The distinctions among certificates approved by NYSED, credit-bearing “course completion” certificates for matriculated students, and certificates offered to non-matriculated students as professional training or graduate school could be more clearly articulated in the College bulletins.

Though all certificates have been approved by governance, not all of them meet our expectations in terms of setting and assessing learning goals. The undergraduate certificates are more regularly evaluated and assessed than the graduate certificates. For example, the Dispute Resolution Program undergoes a formal self-study (see Dispute Resolution Self Study) and external review every five years (like other NYS registered majors and programs) and the CASAC certificate must abide by NY State OASAS regulations and is re-certified every three years by OASAS. Most of the master’s certificate programs are new and represent areas of study only recently emerging. Although the graduate certificates have program goals and individual courses have learning objectives, a review begun in spring 2012 revealed that too few graduate certificate programs had assessment plans and that some of them lacked mission statements and learning goals. Only one graduate program, Digital Forensics and Cybersecurity, has included assessment of a certificate program in its overall program assessment plan. The certificate programs are now more closely monitored (see Appendix 13.A) by the deans of graduate and undergraduate studies to be certain that all of them meet our expectations for regular assessment of the curriculum and for clear communication to students and faculty about goals and mission.


**Experiential Learning**

**Internships.** Experiential learning in the form of internships provides another bridge between the College and its communities of practice. Many internships at John Jay are attached to credit-bearing courses and many provide an alternative to a thesis or research course as a way to fulfill the capstone requirement for various majors and masters programs.

To enroll in an internship an undergraduate must have completed 30 credits and earned a 2.5 GPA. Graduate students must maintain a 3.0 average, and BA/MA students must have a 3.5 GPA. There are between 150-175 students each year in undergraduate internships and around 200 in graduate internships. There are also graduate externships for students in Forensic Psychology and Forensic Mental Health Counseling, which are needed for professional practice certification.

The Center for Career and Professional Development coordinates most of the undergraduate and all of the graduate internships and provides assistance to program directors for externships. Guidelines for undergraduate internships have been revised and are going through the governance process and are slated to be in place by fall 2013. The new undergraduate guidelines will redress problems that have been noted in the past. For example, internship placements have not been carefully monitored for appropriateness. In the new guidelines, which represent best practices for practice-oriented learning experiences, faculty will oversee students in the field and approve internship sites. A contract, to be signed by the student, faculty member, and field site supervisor, will be required. The faculty will collect the signed contracts and use them to maintain regular contact with the field supervisor during the term. A packet of information for field site supervisors will be put in place. This packet will introduce supervisors to the professional requirements of the internship, describe the curricular relationship, and provide the contract. Undergraduate Studies is collaborating with the Center for Career and Professional Development to hire an Internship Coordinator for credit-bearing undergraduate internships. The Coordinator, who should be in place by spring 2013, will report both to the Director of Undergraduate Curriculum and the Director of Career and Professional Development in an effort to provide consistently rigorous academic standards while at the same time increasing the number of options for students.

Starting in 2007, the Center for Career and Professional Development began to build a comprehensive, web-based clearing house of employment opportunities called John Jay Careers Online. Employers post their opportunities directly and staff follows up and adds any positions that they find through their own outreach; then students are able to search and apply online. The number of active internship postings changes daily as some expire and new ones are added. In Academic Year 2011-2012, John Jay Careers Online posted 588 unique internship opportunities (some might be open to several students but are only counted once). For Academic Year 2012-2013, 340 were posted as of December 1, 2012.

The Center for Career and Professional Development is working with the President’s Office to develop an internship fund to provide stipends to students (see Case Statement for Funded Internship Program). This opportunity will be presented to the John Jay College Foundation Board in spring 2013 and will be followed by an event that showcases our interns so as to raise interest among donors.

Guidelines for graduate internships, updated in January 2012 and distributed to incoming student at orientation, can be found in the Graduate Career Advising Policy & Procedures Manual on the webpage of the Center for Career and Professional Development (http://www.jjay.cuny.edu/5558.php) and in the John Jay College Policies and Procedures
There are two Graduate Career Advisors, one for the MPA students, paid for by the differential tuition recently established for CUNY MPA programs, and one for all other graduate students. The Graduate Career Advisors meet multiple times with students interested in interviewing for internships. The Graduate Career Advisors explain the policies and help students assess their skills and plans in terms of the available internship opportunities. Although some students find their own internship opportunities and others are alerted to opportunities by the faculty, the Graduate Career Advisors help coordinate most interviews and maintain a record of interviews, placements, and successful experiences. In order to receive credit, students enrolled in 780/781 (the fieldwork course number in every graduate program) must complete with the instructor an individualized independent study prospectus, which describes the required work and the basis of their evaluation (such as a final report or paper). Some internship hosting agencies, such as Legal Aid, also require students to do multi-week trainings and submit final reports. To provide additional oversight, the Graduate Career Advisors stay in monthly contact by phone and email with internship hosting agencies to check on the attendance and performance of our students.

**Pre-Law Institute.** The Pre-Law Institute (PLI) also provides curricular enhancement through experiential learning and career preparation. The Institute was created in December 2005 with the mission to "identify, motivate and prepare John Jay students and alumni who are interested in preparing for a career in law." What distinguishes the PLI is its emphasis on offering skill-building programs called Pre-Law Boot Camps as early as the freshman year to support and strengthen students’ undergraduate academic achievement and enhance their performance on the Law School Admissions Test (LSAT) while actively providing students with information about the rigors of a legal education and a legal career. Beginning with the 2009-2010 academic year, the PLI set out specific learning outcomes and assessment plans.

PLI offered over 45 programs for the 2011-2012 academic year. Participants improved their writing skills (in the range of a 19% to 25% increase using pre- and post-intervention faculty-created evaluations) and critical thinking skills (increases ranging from 40% to 45%). After an initial assessment that identified a 12% program persistence rate (January 2009) the Pre-Law Boot Camps have been improved so that for each of the last three years they have sustained persistence rates of between 90% and 100%. For the 2009-2010 year, the Pre-Law Boot Camps experienced an increased level of participation [72.8%] and persistence [63.5%] compared to the previous year. In addition, the PLI’s have an e-mail list (nearly 300 subscribers for the first year and now at 800) and a Facebook page, which began with no members and has reached just shy of 1200 subscribers. The PLI increased the opportunities for students to receive individualized advisement by identifying faculty pre-law advisors and adding a part-time professional pre-law advisor to its staff and also by partnering with student development and academic affairs division offices to craft numerous non-traditional opportunities for students to receive advisement (advising tables during orientation, leadership, and career advisement events).

The PLI created alliances with law schools, their admissions offices, and faculty as well as with the pre-law advisement community in an effort to identify the successes and unique challenges faced by John Jay pre-law students. This was accomplished through direct advocacy and informational efforts and has resulted in an increase in the success rate of John Jay students seeking admission to law schools. For the years of the PLI’s existence the success rates have gone from 30.2% (2005-2006) to 65.9% (2009-2010). In addition, connections with the
metropolitan area legal practitioner community have resulted in several expanded opportunities created specifically for John Jay pre-law students as interns and paralegals at private law firms, networking program participants, and judicial, public interest, and federal government legal interns (10 in 2009-2010; over 20 each semester in 2011-12).

**Adult and Continuing Education**

The College’s adult and continuing education (ACE) offerings (non-credit), loosely gathered under the heading of Continuing and Professional Studies, are critical to the mission of the College because they directly serve law enforcement and other public and private safety professionals. This area of the College is currently in transition. In 2005, the College established the Office of Continuing and Professional Studies (OCPS), headed by a Dean. Ongoing and new ACE offerings were overseen by the Dean and administered by a Director. When the budget crisis emerged, OCPS was identified as a low priority for shrinking resources, and in 2010 the office was dissolved, the Dean was terminated, and her duties were reassigned to other administrators, saving the College $250,000 (PMP Report 2010). This disaggregation of OCPS and the dispersal of its programs led to lax oversight, which resulted in the necessary discontinuation of some ACE programs that were not functioning well and to the termination of the Director of Continuing Education. With no clear leadership, the remaining ACE programs failed to comply with CUNY requirements for ACE business operations and enrollment tracking. In fall 2011, the Provost decided to put ACE into the same portfolio as weekend and summer/winter session programs and national and international educational partnerships, to be run by an executive administrator, the Associate Provost for the Extended College and Educational Partnerships. A search for that position ended late in 2012 without finding the right person, and we will begin again shortly. The Provost’s vision is that the consolidation of these programs under new leadership will enable the College to develop new and innovative educational opportunities beyond its traditional graduate and undergraduate programs and to expand its reach into new markets and extend its mission of educating for justice to new populations. Through the revitalization of adult, continuing, and professional education, the College also seeks to strengthen its relationships with communities of practice in the justice and public service fields so as to create educational programs aligned with the needs of these fields. With an executive administrator in place, the College can then more carefully monitor the academic quality of these programs and their financial viability and can develop new programs and reorganize existing programs as appropriate and necessary.

In the meantime, the College continues to mount some long-standing and successful ACE programs, under the direct administration of the Provost’s Director of Operations, who is functioning as the Interim Director of Continuing Education, pending the organizational change described above. With the support of the Director of John Jay Online, the Interim Director is automating revenue collection and enrollment tracking with the implementation of a Lumens online system. Current ACE program directors received training on the system during the fall semester 2012. Once this system is fully implemented the College will be in compliance with CUNY regulations. ACE programs are expected to generate revenue, or, at the very least be self-sufficient.

The existing ACE programs are: the Office of Special Programs (OSP), the Security Management Institute (SMI), the Fire Science Institute (FSI), and the Center for Private Security and Safety.

The OSP provides professional training for the NYPD, the Department of Homeless Services, and other public entities. Fifty percent of the OSP Director’s salary is recovered through the fees
charged for the training programs. OSP salary recovery is documented by the CUNY Research Foundation’s salary recovery account, which is managed and continuously monitored by the Office of Sponsored Programs. Administrative assistance, materials, and instructors are also covered by the fees. The OSP is responsible for three training programs.

1. The New York City Police Department’s Managing Situations Involving Emotionally Disturbed Persons (EDPs), or Emergency Psychology Technician (EPT) program, is a multi-year contract operated through the CUNY Research Foundation and funded by the NYC Department of Health and Mental Hygiene, which has run at the College for twenty years. The EDP Programs train over 4,000 uniformed members of the NYPD per year. The College offers a one-day program to all uniformed members of the NYPD and a five-day, thirty-hour program for the Police Department’s Emergency Service Officers and Hostage Negotiators. Two blanket credits, which can apply to a John Jay degree, are awarded to officers who complete the five-day program. The faculty members who develop, review, and revise the curriculum and teach the courses are John Jay College Psychology Department faculty. They have set the learning objectives and are responsible for assessing whether the objectives are being met. The Department of Health and Mental Hygiene regularly monitors the courses through direct observation. In addition, the program administers surveys to participants.

2. The Department of Homeless Services Training Program serves approximately 675 officers annually with four different courses. This is a state-certified program, tailored for the agency. The curriculum and exams are state-mandated. The state certifies the students who have successfully completed the course and passed the exam. Seventy percent of enrollees pass on the first try, and the agency regularly monitors outcomes.

3. The Public Service Workshops Program (PSWP), funded through the New York State Public Employees Federation AFL-CIO collective bargaining agreement, provides more than 44 different workshops and at least five credit-bearing courses to address the continuing professional development needs of this workforce.

Another long-standing ACE Program, the Security Management Institute (SMI), is an authorized New York State Division of Criminal Justice Services (DCJS) security guard and peace officer training academy. In addition, SMI offers a variety of professional development courses and on-demand training modules, which are designed to enhance the knowledge and skills of safety and security practitioners in the areas of customer service, dispute resolution, ethics, cultural competence/diversity awareness, communication, or emergency management. In consultation with the client, SMI develops the curriculum, draws up the training contracts and delivers the classes. Learning objectives are assessed by practical application, examination, student evaluation and client satisfaction. Instructors are selected from among John Jay faculty, and a roster of subject matter experts. Program fund 45-50% of the director’s salary, the full salary of an administrative assistant, the costs of materials, and the salaries of instructors. SMI salary recovery is monitored by the Business Office through Income Fund Reimbursable accounting and program accounting.

A third ACE program, the Fire Science Institute (FSI), runs training courses for professionals in fire-related fields. The FSI is 100% funded by the tuition collected by each of these programs and has been for more than fifteen years. Salaries are paid by the IFR accounts which are maintained by the Business Office. The programs currently offered by the FSI are the Consolidated Fire Safety Course (FSD), the Emergency Action Plan Program (EAP), and Building, Operation, Maintenance, and Recordkeeping (Recertification). Instructors are hired as Continuing Education Teachers, and all are fire officers who either work for or retired from the Fire Department of New York (FDNY) or of New Jersey. The FDNY must approve all instructors.
The FSI must apply for teaching accreditation with FDNY on an annual basis by submitting an updated course curriculum and a notification of upcoming classes for the year. The FDNY can have its personnel attend and monitor any of these programs and may also send their new inspectors to the programs to familiarize themselves with course material. All programs have an exam, written by the FDNY, which the student must pass in order to receive a Certificate of Completion in one of the three training programs. With a certificate of completion, the students may proceed to FDNY Headquarters and take the two additional tests required by FDNY for a Certificate of Fitness (CoF), which allows them to work in one of the five boroughs in the capacity for which they have trained.

The Center for Private Security and Safety, created in 2012, is the newest ACE program. The overarching aim of the Center for Private Security and Safety is the professionalization of persons, entities, and processes involving private sector justice and safety practices. The Center is dedicated to serving the diverse communities that deliver these services, including the corporate and industrial complex, institutions in need of asset and personal protection, hospitals and medical facilities, colleges and universities, banking and financial institutions, transit and travel operations, and military operations. The Center designs and delivers educational programs, such as short term continuing education and certificate programs, to communities of practice in both an in-person and online format; raises revenue for departmental operations; and is an active contributor to the City, State, and national forums where the Center’s opinion is sought. The Center offered its first training segment in August 2012, “Report Writing for Security Officers,” followed in September by “Ethical and Responsible Behavior of Security Personnel.” Other courses include “Advanced Report Writing,” “Security and the Law,” “Demeanor for the Security Professional,” and “Locks and Access Technology.”

When a new executive is in place for the Extended College and Educational Partnerships, he or she will evaluate the structure of Adult and Continuing Education. It may be that the new Center for Private Security and Safety and the older Security Management Institute should merge since the communities of practice they serve overlap.

Credit-Bearing Related Educational Offerings

Courses at Remote Locations. John Jay offers courses at remote locations: West Point Military Academy and the FDNY Academy.

West Point is a formal extension program that guarantees students the opportunity to complete the MPA primarily/entirely via courses offered at West Point. The curriculum is identical to that on the main campus, with the exception that students at West Point may choose from only two concentrations: Human Resources Management and Management and Operations. Another difference between the main campus and West Point location relates to scheduling. Although courses at both locations meet for the same number of hours (30), the schedule of the West Point courses is adjusted to accommodate the limited time available to military personnel enrolled in the Program. The West Point program is included in all college-administered student evaluations of teaching, the MPA NASPAA Self Study Report, and the outcomes assessment program being developed by the MPA programs. At the West Point campus there is an administrator on-site two days a week. Approximately 30-40 students are enrolled in the West Point program each year. Approximately a dozen sections are offered; half are taught by full-time professors and the remainder by adjuncts, most of whom also teach on the main campus. The graduation rate for students in our MPA program at West Point is near 100%.

The Department of Security, Fire, and Emergency Services (SFEM) offers classes leading to the undergraduate degrees in Fire Science and Fire Services at Fort Totten and Randall’s Island- the
two NYC Fire Department training centers. These courses are directly supervised by the Chair of the department, who oversees compliance with academic standards. A designated full-time faculty member serves the students by teaching and advising on-site. SFEM also holds semester based advisement sessions and Open Houses to care for our student population and recruit new students. SFEM also works closely with the Admissions and Registrar offices to ensure consistent criteria. Currently, there are fewer students taking courses than there were five years ago since graduate courses were removed from the array of offerings. Undergraduate enrollment has been constant, however. Students must come to the main campus to complete the course work for the degree and to access to campus services. This self-study has found that John Jay courses at remote locations conform to the standards of courses at the College and appear to have adequate services provided to the students enrolled in them.

Because these remote courses prepare students for public service careers in non-profit organizations and government agencies, especially in the uniformed and protective services, they are fully consistent with the mission of the College.

**College Now.** College Now is a CUNY-wide collaboration with the New York City Department of Education in which high-school students are offered tuition-free college level courses, free books, and supplies. This program has been at John Jay since 2002. Some courses are offered at the partner high schools, but most are offered at the College, including English 101, Criminal Justice 101, Psychology 101, Sociology 101, Counseling 110, and Ethnic Studies 125. The College Now courses meet for 4 hours instead of the standard 3, to strengthen students’ basic skills and provide scaffolding for assignments. Monitoring of these courses is done by two different administrators: the College Now Director and the chairs of the individual academic departments that participate. Course learning outcomes are monitored by the departments as part of their formal self-study and assessment processes. Faculty for College Now are also hired and reappointed according to their department’s evaluation and hiring practices. College Now course sections are staffed almost entirely by adjunct professors. Each department monitors the syllabi by collecting and reviewing them. Two departments, English and Law & Police Science, do in-class peer-observation for one class period. Student evaluation of teaching is not administered by the College. The effectiveness of the College Now program is assessed indirectly in the annual CUNY PMP. Enrollment targets are set and the program’s enrollment is measured against these targets. In 2009-2010, College Now exceeded its enrollment goal of 830 students and enrolled 929, up from 595 in 2005-2006. The PMP also monitors student performance. In 2009-2010, the percentage of students who successfully completed (grade of C or better) the College Now courses was 92%, up from 83% over the previous year and up from 76% in 2005-2006. However, the percentage of returning students remained at the previous year’s low of 21%, up from 16% in 2007-2008, but down from 28% in 2005-2006. While academic and administrative oversight of College Now is good, closer coordination between the College Now Director and most of the department chairs is needed. It would also be desirable to increase the number of full-time faculty teaching in the program. A strategic plan to improve College Now outcomes has been developed and was submitted to the Undergraduate Dean on August 1, 2012.

**John Jay Online.** One of the greatest opportunities to connect with professionals and distant students, while also augmenting offerings to traditional students, is the development of courses and programs online. At present, more than 200 fully online courses are offered to students across academic programs each year, and over 70 full-time and adjunct instructors have been CUNY-certified to teach online. The College has one program, the Master of Public Administration in Inspection and Oversight, fully online. This program was evaluated in 2009-2010 and 2010-2011. See the minutes of the May 15, 2012 College Council for the most recent evaluation, p. 84 at this link: http://inside.jjay.cuny.edu/compendium/assets/PDFs/Col.010%20-
These formal evaluations, submitted annually to the College Council for review, show that this program meets College standards for learning goals, rigor, and educational effectiveness. The integrity, quality, and rigor of other online course offerings are ensured by their review and assessment according to the same standards and through the same mechanisms as our on-campus offerings.

A basic support structure for distance education has been established. The College assigns a faculty program coordinator and staff student advisor to provide orientations, academic support, and advisement for our distance learning students in the distance education program. All distance learning students have access to training and support provided by our two full-time Blackboard and Distance Learning professionals specifically focused on student support, in addition to our two full-time Blackboard Administrators. In addition, our IT Help Desk and other technical staff support distance students on various technical issues, such as computer accounts, webmail services, software configuration, and troubleshooting computer problems. The Lloyd Sealy Library at John Jay College offers extensive online collections and services through the library’s website, including 24/7 online access to more than 250 research databases in all disciplines covered in the curriculum, as well as more than 44,000 electronic subscriptions to journals, magazines, newspapers, other periodical subscriptions, and e-books. Distance learning students also have 24/7 access to reference librarians through online chat and phone texting provided by QuestionPoint, a Reference Cooperative that includes librarians from all around the country. Moreover, distance learning students can receive research and reference assistance from our own librarians by email, with a 24-hour turnaround time, and also by phone, with immediate response whenever the library is open.

As reported by the 2007 Task Force on Distance Learning Policy and Practice and confirmed by a February 2011 faculty survey, the College’s goal is to expand online offerings and the needed student-learning resources, student services, and faculty development opportunities to support them. During the academic year of 2010-2011, a second campus-wide Task Force for John Jay Online recommended a multi-year plan to accomplish this expansion. The work of the two task forces represents the best evidence of the College’s commitment to careful planning and implementation of distance education courses and programs. Based on the analyses of these task forces, the College will focus on the development of distance education programs in Public Administration, Security Management, and Criminal Justice.

With access to state-of-art technologies, the Distance Education staff provides technical support and collaborates closely with the faculty on the development of online courses and on training, augmenting locally the two-week CUNY School of Professional Studies online course workshop for faculty. Through faculty training, the Distance Education staff ensures the quality and effectiveness of our distance education programs. The College also supports members of the team in their continuing professional development in relevant areas through their own participation in conferences and training sessions.

Centers and Institutes

The College has twelve research-oriented centers, institutes, and academies (hereafter “Centers”) that together constitute the Research Consortium of John Jay College, an entity within the Office for the Advancement of Research. The goal of the Research Consortium is to influence criminal and social justice policy and practice in New York, our nation, and the world. Drawing on the expertise of the College’s faculty and engaging the College’s students, the Centers engage in research; sponsor conferences and lectures; and partner with community organizations, policy-making bodies, and criminal justice entities.
Though they are units in a consortium, Centers are expected to be self-sufficient, though the College does provide several years of investment if necessary when a Center is founded. Centers that have not met the expectation for self-sufficiency after initial investment have been closed. Many existing Centers were started with grants and continue to raise money through grants and contracts to carry out their work. Some Centers are led by faculty directors and some by staff. All centers are evaluated annually by the Dean for Research and the Provost based on a self-evaluation, using a uniform template. The self-evaluation is followed by an evaluation conference, which is then summarized in a letter to the center director from the dean. Goals are set for the subsequent year, and the subsequent evaluation measures performance against the agreed upon goals. Centers that consistently fail to meet their goals are closed or put on hiatus.

The related educational activities discussed in this chapter represent numerous ways that the College connects higher education with communities beyond our walls, particularly with professional communities. The most important area for growth, online education, has received thoughtful and extensive planning and investment in hiring and other resources. Other areas, that once were critical to the College, such as Professional Studies, have been somewhat neglected by planning processes but are nonetheless operating with measurable success. The College needs to turn more of its attention to its adult and continuing education offerings so that they meet the highest standards of academic quality and fiscal viability.

**Strengths:**

1. The College has enduring relationships with the NYPD and FDNY that maintain important elements of the original mission.
2. John Jay is a leader within CUNY in digital learning and has the plans for curriculum and infrastructure to expand our online programs.
3. The Research Consortium provides a unique and powerful capacity to conduct and shape national and local conversations concerning many aspects of criminal justice.

**Concerns:**

1. Adult and Continuing Education is currently underperforming in terms of its potential, due to lack of leadership and support.
2. College Now is not sufficiently integrated with the academic departments that provide the curriculum and staff.
3. Direct assessment of student learning in College Now and some Continuing Education programs is ad hoc and insufficient.
4. Coordination and monitoring of internships are inconsistent.

**Recommendations:**

1. The College should move ahead expeditiously with plans to hire an Associate Provost for the Extended College and Educational Partnerships.
2. There should be more supervision of College Now and generally more engagement between College Now and the academic departments that contribute to it.
3. The Continuing Education programs should embrace learning assessment more systematically and comprehensively, beyond what they do for the sponsoring agencies.

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1 The on-site administrator maintains a complete inventory of the relevant John Jay College and USMA documents necessary to keep students informed. John Jay MPA students at the West Point location are also permitted to use the U.S. Military Academy Library system, which is a federal government depository containing Congressional publications, military publications and published documents from the U.S. Departments of State and Commerce.
The entire CUNY system uses Blackboard as its learning management system. It is hosted and maintained by highly specialized and dedicated Blackboard Inc. technicians and accessible 24/7 to all of our students and faculty. The four professional Blackboard support staff members at the College are well trained and available to support faculty and students during normal business hours. In addition, the College has access to a team of CUNY Blackboard support staff who collaborate closely with Blackboard Inc. technicians. Overall, the feedback we have received from our students and faculty has been very positive in terms of their experience with both our Blackboard system and distance education offerings.
Chapter Ten
Standard Fourteen: Assessment of Student Learning

*Expectations for the Standard – Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.*

Introduction

As assessment of student learning outcomes has grown into a ubiquitous and centrally important practice in American higher education over the past two decades, John Jay College was perhaps a bit behind the curve. This was, in effect, noted in the previous Middle States review in 2003. In recent years, however, John Jay has put outcomes assessment, especially learning outcomes, on the front burner, developing and putting in place college-wide assessment procedures that cover all undergraduate majors, graduate studies, and most other college-wide programs. Implementation of these procedures, including submission of 5-year assessment plans and inaugural collection of assessment data, began for many majors in the past three years. Assessment procedures for minors are well into the development phase, with measurement already begun for some programs and to begin in 2012-13 for the rest. Concerted efforts to develop a culture of assessment at John Jay began in earnest with the Outcomes Assessment Plan (OAP), a significant piece of the “John Jay College Comprehensive Action Plan” that the College adopted in March, 2005. The OAP included student learning outcomes as one of the major foci of assessment, and explicitly stressed as governing principles that, among other desiderata, outcomes assessment must (a) be ongoing and embedded in John Jay’s academic and institutional culture, (b) involve faculty (and other college and community constituencies) in a meaningful and wide-ranging way, and (c) be goal-oriented with objectives and goals that are clearly stated, measureable, and well-connected to strategic planning and the College mission.

Creating a Culture of Assessment

Guided by the OAP, the College has created academic and administrative environments in which assessment is a top priority. The College has created positions (and hired assessment-savvy individuals to fill them) specifically to help drive a culture of assessment (e.g., the Associate Provost for Institutional Effectiveness; the Director of Outcomes Assessment). In administrative hires over the past half-decade, it has also sought individuals with a background in assessment (e.g., the Dean of Undergraduate Studies). John Jay has a Campus-Wide Assessment Committee (CWAC) empowered to coordinate assessment efforts for both student learning and institutional effectiveness, promote assessment activities and an assessment culture across campus through dissemination of information and best practices, and commission and receive assessment plans and reports from academic and other departments. Of 10 CWAC regular members, 7 are faculty distributed across the humanities, social sciences, and natural sciences.

The majority presence of faculty members on the CWAC is one important indication of a large faculty role in outcomes assessment at John Jay College. Widespread and meaningful faculty immersion in a culture of assessment can also be seen in the leadership of department chairs, graduate program directors, and major coordinators in developing assessments within the undergraduate majors and graduate programs, in generally large assessment committees in academic departments, in a required identification of learning objectives in syllabi and new
course proposals across the curriculum, and in the energy with which faculty members across the College have facilitated ongoing assessment efforts in many of their courses.

The varied assessment methods being used will be described in some detail later, but first we should note some additional ways in which learning outcomes assessment has been embraced by the College faculty and now permeates and informs pedagogical and curricular activities. The Undergraduate Curriculum and Standards Committee (UCASC) began using, in 2011, a new form and template for the submission of proposals for new courses and revisions of existing courses. Course proposals now must explicitly articulate learning objectives for the course and how they will be assessed. At monthly meetings of this critical committee of 30 faculty members that makes recommendations on curriculum matters at the College, discussion and review of course proposals now very frequently include discussion and debate about student learning objectives and outcomes. Requests for revisions of proposals by the committee often involve more consideration of learning objectives. At the course level, it is now required that all course syllabi—campus wide—include learning objectives framed in terms of student outcomes expressed in behaviors, skills, perspectives, and knowledge gains. The learning objectives must be related to at least a subset of the learning outcomes articulated for the umbrella major, which, themselves, have been developed for every major at the College as part of their charge to create and enact an assessment plan. Templates for undergraduate and graduate program review were also updated to give more prominence to learning outcomes assessment. Finally, most five-year assessment plans are intentionally linked to the scheduling of the five-year program review, so that a complete cycle of assessment informs the multi-year comprehensive program review.

Outcomes Assessment at the Department Level: Who Does it and How?

Assessment programs focused on student learning outcomes are in place and active for all undergraduate majors (See Appendix 14.A) and graduate programs (See Appendix 14.B) offered at John Jay College (as well as for several college-wide programs, such as the First-Year Experience Learning Communities). Each department has developed, administers, updates, and expands its own assessment program. Most departments have standing assessment committees comprised of elected faculty members. Two-thirds of these committees have five or more faculty members. In some of the smaller departments, the entire faculty comprises an “assessment committee” that works on student learning assessment. Virtually all of the departmental assessment committees were established in 2009 or later. Progress and action began quite recently, but the College faculty has rapidly picked up the ball of assessment and run productively and widely (i.e., involving many faculty members) with it.

In a December 2011 survey, department chairs commonly reported that assessment results are distributed to all department faculty members and discussed at department meetings. Chairs agreed that assessment data are discussed with the goals of identifying strong and weak areas of student learning, raising awareness of learning goals, and homing in on ways to modify syllabi, assessment instruments, and teaching coverage/methods to improve weak areas in the major curriculum.

Examination of departmental outcomes assessment plans and activities reveals the specific ways in which assessment is carried out at the College, the learning objectives and goals identified for assessment, and the philosophies behind the plans. Reports of outcomes assessment plans and assessments conducted in the past couple of years are included for all majors and graduate programs in the Assessment Committee organization site on Blackboard. Here we provide a brief analysis of the learning objectives across the spectrum of John Jay degree programs. In
turn, illustrations of how learning outcomes for those objectives are being assessed by faculty are presented and then followed by discussion of some of the findings about achievement of outcomes and how the findings are being used to reshape and improve curriculum and pedagogy at John Jay College.

**Learning Outcomes in Goals and Objectives**

Learning outcomes in BA programs emphasize discipline-specific research skills, while learning outcomes in BS programs highlight practical applications. All departments, of course, give a primary focus to student acquisition of a knowledge base in the major discipline. Demonstrable appreciation of ethics is included as a learning objective in most departments’ assessment plans and philosophies. Importantly, 20 of the 22 departments report that they aim to assess their success at educating “the whole student,” including writing and communication and critical thinking/analytical skills among the student learning outcomes of interest. Nineteen of the 22 mention learning outcomes on skill and knowledge dimensions relevant to entry into graduate/professional school, major-related careers, or both. In graduate programs, expectations for learning are more demanding in order to prepare Master’s students to become practitioners or independent researchers in the chosen field.

**Learning Outcomes Measured in Undergraduate Studies**

In all departments, direct assessments of the learning outcomes are being conducted in specific major courses. About half of the departments are assessing all or most of their courses in a multi-year assessment cycle using a rubric that matches specific courses to specific learning objectives or sub-objectives emphasized in those courses. A quarter of the departments are limiting assessment to three to six required major courses. The remaining department plans concentrate on a single course, usually a senior-level capstone course.

In 2011, which was the first year for most departmental assessment cycles, and the year during which most departments administered their first-ever formal assessment of learning outcomes, assessment reports were submitted for 17 majors and minors. All but 2 of the assessments focused on a single course, which was a capstone course in 13 of the 15 cases. A capstone course is a sensible choice for initiating an assessment plan, given that students should have achieved most or all of a major’s learning objectives by the time they complete the course, and their work in the course should reflect those achievements. In assessing outcomes among capstone students, departments invariably examined the final capstone project, which was typically a research paper or integrative literature review (or a poster presentation in the case of Forensic Science). In all cases, projects were evaluated against a faculty-developed rubric that described, for each major learning objective or sub-objective, what would constitute evidence, essentially, of exceeding, meeting, approaching, and failing-to-meet a learning outcome (or comparable labels). Frequently, faculty members other than the instructor were recruited to read and rate individual student papers or other projects. Some departments opted for different or additional indices of outcome achievement. Economics, for example, administered an in-class essay exam in a capstone course and graded the essays in terms of its learning objectives rubric. Economics also administered a survey of self-reported knowledge to capstone students. Sociology, the department that offers the Criminology major, in addition to reviewing term papers in the senior seminar, administered a multiple-choice “diagnostic test” to senior seminar students designed to gauge the extent to which learning goals related to theory and methods were being met. Political Science supplemented its comprehensive assessment of capstone papers with insights gleaned from political science majors’ ratings in the National Survey of Student Engagement (NSSE, see below) of the extent to which their major courses helped them achieve
learning objectives associated with independent research, effective writing, reading, and making judgments.

Because the program was new, the interdisciplinary faculty associated with the Gender Studies major opted to focus at the beginning rather than near the end of students’ involvement in the major. Sample papers and final exams from GEN 101 were evaluated in terms of the learning outcomes identified for that major. Outcomes assessment for the Global History major was also focused on lower level courses, in this case three 200-level survey courses covering global history from prehistory to the present. Assessment carried out for the Africana Studies minor was focused on learning objectives associated with written communication skills and conducted in 100-level courses in Ethnic Studies.

All in all, the initial assessments of majors by departments broadly covered the major learning domains described previously. Knowledge of theories and concepts was assessed in 12 assessments, applications in 11, research skills in 11, critical thinking and reasoning in 13, and communication in 13. Most assessments addressed at least four of these five domains. Almost none, however, covered domains of ethical reasoning (1) and diversity (1). Findings from assessing the outcomes in the capstone experience provided the context for follow-up studies in 200- and 300-level courses.

In addition to majors, several cross-disciplinary and college-wide programs were targets of initial assessments in 2011-12. These included the college Writing Program, in which portfolios from ENG 101 were scored on written communication objectives, and the Interdisciplinary Studies program, in which the focus was on reading, writing, and critical-thinking objectives. Two programs for first-year students, the First-Year Experience Learning Communities and First-Year Seminar, both of which involve small seminar-based classes with considerable faculty-student and student-student interaction, were also assessed. The FYE learning communities’ assessment focused on students’ ability to apply critical thinking and research skills in the discipline-specific course, as well as to meet the objective of writing about research and using evidence to support claims. The FY seminar assessment examined students’ electronic portfolios and focused on specific objectives for the course associated with clarifying goals, growing intellectually, using resources, and successfully collaborating on a project. Thus, when John Jay College invests in and establishes programs that are intended to enrich learning and the college learning experience, these programs are not merely assumed to be effective and beneficial. The realization of these programs’ aspirations is being empirically examined via outcomes assessment.

Although only a few assessment reports to date have consulted them, it bears mentioning that indirect assessments of how students are faring on identified learning outcomes are in the assessment plans of more than three-quarters of the departments. These include Office of Institutional Research surveys, department-created surveys, and students’ grades.

How Students are Faring on Outcomes Measures: Early Returns

Evidence of the extent to which learning objectives are being realized at John Jay College can be gleaned from a number of sources. These include the results reported for the major and program assessments just described, and to which we will turn shortly, as well as from indirect indices. Indirect evidence of student achievement in writing ability – a general education outcome essentially shared by all majors – comes from students’ performance on the CUNY Proficiency Exam (CPE) and from their self-reports of academic activities and accomplishments on the NSSE. The CPE assesses students’ writing ability upon completion of 60 credits toward
their baccalaureate degrees. The percentage of John Jay students passing this exam has consistently exceeded 80% over the past six years and has been approximately equal to the all-CUNY percentage. For example, in fall 2010 (the last semester in which the CPE was administered before being discontinued), 1,524 John Jay students took the exam and 83.9% of them passed (compared to 84.8% of all CUNY students).

Suggestive indirect evidence of achievement on the meta-outcomes of “practical competence” and “integrative thinking” can be gleaned from students’ self-reports of academic activities and accomplishments on the NSSE. Practical competence is an inclusive concept that relates to learning-outcome domains such as application of knowledge and research skills, among others. The practical competence scale is based on responses to five items for which students rate on a 4-point scale (1 = very little, 2 = some, 3 = quite a bit, 4 = very much) the extent to which their college experience contributed to a given knowledge or skill outcome. The five outcomes were acquiring job/work related knowledge/skills, analyzing quantitative problems, using computers/information-technology, working effectively with others, and solving complex real-world problems. Converted to a 100-point scale, the mean practical competence scores of the first-year and senior John Jay students who completed the NSSE in the Spring of 2012 were 65 and 66, respectively. These scores translate to a point of self-perception about halfway between “some” and “quite a bit,” and compare favorably to the score reported by first-year peers. The senior score is essentially the same as our regional peers and within a few points of our national peers.

The integrative thinking score combines ratings of four course-related activities made on a 4-point scale (never, sometimes, often, very often). The activities relate to learning outcome domains such as critical thinking, reflexive thinking, and application, and include working on a paper/project that required integrating material from various sources, including diverse perspectives in class assignments, putting together ideas from different courses in assignments and class discussion, and discussing ideas from classes with others outside class. Mean integrative thinking scores were 64 and 70 for the first-year and senior John Jay samples, respectively. Both groups reported a higher frequency of such activities than did all their peer groups.

The 2012 NSSE data clearly indicate that, at least in the eyes of students, coursework at John Jay College involves ample learning experiences and activities that incorporate and foster learning outcomes that define higher education and are identified in our learning objectives. This perception is pretty much borne out by perusal of course syllabi across the curriculum and the coursework and experiences they describe, and, indeed, by the assessment data collected by the academic departments.

What about those departmental assessments of learning outcomes in the majors? As described previously, student learning outcomes were assessed in courses covering a number of majors and other programs in 2010, 2011, and 2012. Do they provide evidence that objectives for student learning are being achieved? In one sense, the answer is unequivocally “yes.” On every learning objective, in every class examined, a substantial percentage of the students (never fewer than 20% and sometimes more than 90%) earned at least a “satisfactory,” “acceptable,” or “meets expectations” rating for their work. Almost never did a student paper, poster, essay, or exam utterly fail or receive less than a rating of “approaches expectations.” Obviously, it is unlikely that any students could have produced work that met faculty standards in outcomes-related domains in the absence of their academic experiences at John Jay College.
More meaningful questions that we can examine with the still relatively thin slice of assessment data now available include (1) how well objectives are being achieved and (2) whether some objectives are being better accomplished than others. The answers vary from major to major, but a modest general pattern emerged: students typically meet or exceed expectations on knowledge and application dimensions, but are less likely (with some departmental exceptions) to have achieved satisfactory or mastery levels in the domains of research, critical thinking and analysis, and communication skills (especially written). It is also the case that some departments reported more positive outcomes than others.

The full spectrum of achievement of learning objectives can be gleaned from summaries of outcomes for the various majors. Some of these, described first, reveal remarkably high levels of achievement.

**Criminal Justice B.S.** Positive evidence of achieving learning objectives was abundant in the review of capstone papers. From 64% to 79% of the papers were rated above average or excellent (4 or 5 on a 5-point scale) on dimensions of knowledge, integration, critical analysis, and organization/clarity.

**Economics.** On the one-hour in-class essay administered to capstone seniors, no one scored a “failure” on any learning objective. To the contrary, from 72% to 93% were rated good or excellent (4 or 5 on a 5-point scale) on four dimensions involving knowledge (identification and description of economic issues), critical thinking (analysis of economic information), application (recommend solutions), and written communication. Students were lacking – but still generally satisfactory – only on the objective identified as “demonstrating diversity of thought” (i.e, understood alternative theoretical perspectives).

**Public Administration.** Faculty review of papers in two capstone courses revealed that at least 75% of the students met or exceeded departmental expectations in domains related to knowledge (“argumentation”), application, and communication (“organization”).

Assessments in other majors also showed solid achievement of learning objectives, but revealed some areas of less robust achievement.

**Police Science.** Thirty randomly selected final papers in the major’s capstone course were reviewed, with the faculty reviewers concluding that virtually all papers were at least satisfactory on dimensions related to knowledge, critical thinking/analysis, application, and communication. However, a large percentage of students were rated only “average” on the first three dimensions, suggesting considerable room for improvement.

**Criminology.** On a diagnostic objective test of learning outcomes associated with knowledge/theory and research dimensions, only 20% and 30%, respectively, of students in a capstone course met or exceeded expectations. Seventy percent and 80%, though, at least approached expectations. On their final capstone papers, depending on the dimension, 50% to 94% met or exceeded expectations concerning knowledge, thinking/analysis, application, and written communication dimensions. The Sociology department concluded that it has a “need to address the students’ grasp of key criminological literatures, theoretical and methodological concepts.”

**Political Science.** Review of the papers in a capstone according to department standards showed that only about a third of the students’ papers were satisfactory on a dimension labeled “independent research,” which included ability to form and test a hypothesis and report,
analyze, and interpret results. For the objectives of “effective writing” and “reasoned judgments,” students evinced better outcomes. About 60% were at least satisfactory and about a third of the papers were exceptional in these domains.

Finally, the data reported for several majors, while not indicative of a failure to achieve learning outcomes at any level, do suggest that outcomes are not being widely achieved at a level that the faculty defines as desirable or satisfactory.

**Cultural and Deviance Studies.** Faculty scoring of the final paper in a capstone course, Anthropology 450, yielded an average student score greater than 4 on a 5-point scale on the dimension of “experience in carrying out a research project.” Yet the same students averaged 2.86 and 2.67 on communication and critical-analysis dimensions (where 2 = “shows little skill”).

**Global History.** Ratings on knowledge-, analysis-, and written-communication-related learning objectives of 850 papers in three 200-level courses revealed that at least 75% of the papers failed to meet departmental expectations for at least one learning objective. The majority of students reached only minimal mastery (2 on a 5-point scale) on “organization of argument,” “explanation of argument,” and “historical context.” But a majority of students exceeded minimal mastery for “pertinence of thesis” and “mechanics.”

**Forensic Psychology.** Fourteen writing assignments in a capstone course were evaluated on a subset of the Psychology Department’s goals for the major, including those relevant to knowledge, research, critical thinking/argumentation, and written communication. Using a four-level scale (rudimentary, developing, proficient, advanced), and admittedly using a very high, “professional standard,” the faculty raters placed the majority of students at the “developing” or “rudimentary” levels for each of the learning goals. “Proficient” was achieved by anywhere from 14% to 43% of students across the 5 goals; only a single instance of “advanced” was recorded.

Some mention may also be made of learning outcomes observed in the inaugural assessments of college-wide programs noted previously, which mainly involved students in their first or earlier years at John Jay College. For the Writing Program, the review of ENG 101 portfolios found that most students scored at or near “Some Proficiency” on all categories of writing identified on the rubric developed for the program. This is at least suggestive that the program is helpful in moving students toward proficiency after completing the first course in a two-course sequence.

Outcomes assessment of the FYE Learning Communities (LC) program was concentrated on students enrolled in the writing course, and compared LC students and non-LC students in eight categories of written communication (e.g., writing about research, writing about claims and evidence, writing conventions, rhetoric and style in writing, sentence fluency, etc.). Evidence for special efficacy of the LC experience was modest. Although LC students tended to score higher than non-LC students in most of the categories, the difference was reliable for only a single category (conventions). Typically, LC students scored at the “Some Proficiency” level, but some reached “exceeds proficiency” – an outcome that was never observed for non-LC students.

Finally, assessment in the First-Year Seminar program suggests that virtually all program participants minimally “approach expectations” on all four dimensions examined. However, fewer than half of the students were scored as “meets expectations” in the domains of “Resources” and “Collaboration.”
Using Outcomes Assessment Data about the Majors

As the foregoing survey of assessment results shows, a great deal of assessment of learning outcomes has taken place in the last couple of years. What we have learned has been rich and varied, with evidence of achievement of learning objectives present in all of the assessment, but to differing degrees across majors and across outcomes. Of course, documenting achievement of learning objectives is but one important purpose of assessment. An even more important purpose is to inform and guide teaching practice, curriculum revision, and course development in order to reach higher and more inclusive levels of student achievement of the learning goals we hold for them. So how are outcomes assessment data being used for this purpose across campus?

One ubiquitous consequence of assessment efforts in the majors and college-wide programs has been that learning objectives and their achievement is part of the conversation in all academic departments at John Jay. All the departments report that they have included discussion of assessment data in their meeting agendas, often with a specific focus on how courses, curricula, or both, might be revised or re-imagined to improve learning outcomes. At least one department had a formal retreat to discuss its assessment results. The First-Year Seminar program coordinators conducted a workshop for faculty members teaching in the program that targeted for discussion the two learning domains on which the assessment found most students lacking. The assessment committees of most departments have made recommendations for teaching and curriculum, as well as for improving the assessment instruments and scoring rubrics, based on careful reviews of assessment data. One frequent focus of the recommendations has been the written communication dimension. Assessment results have drawn attention to shortcomings in ability to research and write about substantive content in the major, and a number of departments have discussed ways of rectifying this, such as by requiring more writing, providing more and clearer guidelines about writing, front-loading writing-intensive courses earlier in the majors’ course sequence, and making better use of library instructional resources. Another frequent focus has been on using fewer adjunct faculty members and more full-time, content-specialized faculty members in courses that have learning objectives involving broad and deep academic knowledge and research experience/expertise. Still other recommendations have involved new courses and altered emphases in the coverage and assignments of courses. Simply put, assessment results have stimulated widespread and meaningful discussion and suggestions of what faculty members do in the classroom and, more important, what they expect and guide their students to do.

Space limitations prevent reviewing in detail all the specific actions that departments have taken in response to outcomes assessments, but some notable examples are briefly described here. Perhaps the most extensive response to its assessment results has been made by Political Science. This department has formally proposed revisions to its major that include changes driven by its outcomes assessment in conjunction with a self-study and an external review. Noting in its assessment the poor showing of capstone students on a dimension identified as “independent research,” Political Science has designed and proposed a required 200-level research course that will introduce its majors early on to research methods in political science and activities associated with creating research ideas, investigating and synthesizing the literature, designing and executing research, and writing about research. In addition, the capstone course for the major has been reconfigured to devote more time to developing a research project. Faculty members have been asked to incorporate assignments and lessons that involve synthesizing knowledge and writing about it across the curriculum. Finally, review of knowledge and application outcomes contributed in part to a restructuring of the major
requirements so that five foundations course will be required (instead of four of five) and fewer courses outside of political science (e.g. history courses) will be required.

Consideration of the assessment results in a capstone course associated with the Criminology major has led the Sociology department to prepare and distribute to its faculty specific recommendations regarding teaching plans of coverage and assignments that will help improve student learning outcomes on the dimensions associated with knowledge of theories and research in criminology. Recommendations were focused on both the capstone course and 200- and 300-level courses that should cover the essential disciplinary content. The assessment committee also recommended that Sociology faculty members take a greater role in teaching the statistics/methods course that is presently taught outside the department by an interdisciplinary team.

Economics was concerned with how its capstone students fared on the objective identified as “demonstrating diversity of thought,” which involves students’ breadth of knowledge and exposure to alternative theoretical perspectives in economics, and their ability to incorporate diverse perspectives into their thinking. The department has recommended specific textbooks for the introductory course that better cover diverse theories and plans to propose two new courses to be required of majors. One will be dedicated to issues of “Diversity of Economic Thought;” the other will be a 200-level course entitled “Political Economy.” A 300-level course on History of Economic Thought will be revised and elevated to a required course.

In the Psychology Department, the assessment committee has initiated department-wide discussion about the content and assignments in its capstone courses and what the common denominators should be that define a capstone experience in the Forensic Psychology major. The assessment results are a central factor in this discussion. It is noteworthy that the extensive revision of the Forensic Psychology major that was proposed in 2009 and approved and implemented since then was developed in no small part through using as reference points the learning objectives that had been formally adopted by the department. (The department adopted and adapted learning objectives for the undergraduate psychology major that have been recommended by the American Psychological Association.) This is a good John Jay example of a cyclical process of curriculum development in which explicit learning objectives help shape a curriculum, which then is evaluated and possibly re-shaped in terms of whether it is achieving those outcomes.

The Psychology Department also used an outcomes assessment strategy to help it determine whether its large PSY 101 (General Psychology) sections of up to 300 students, which were newly introduced in 2009, were as effective in promoting student outcomes in the knowledge domain as its traditional small sections of 40 or fewer students. Two semesters of comparing the large and small sections on a common assessment test revealed no section size effect on students’ performance.

One other response to outcomes assessment that might be noted is that of the History Department. In the 200-level Global History assessments, a majority of students demonstrated only minimal mastery at best on learning objectives associated with knowledge and communication domains such as “organization of argument,” “explanation of argument,” and “historical context.” History’s assessment committee introduced the idea that the academic preparation and aptitude of a substantial segment of the John Jay student population, as well as students’ assumptions about what learning outcomes are expected at the college level, need to be more extensively considered in the teaching practices and reading sources that are employed.
to achieve better learning outcomes. To improve learning, the department is actively discussing ways to adjust and adapt teaching across its major curriculum.

**Graduate Program Assessment**

Each program has developed and administers its own assessment plan with program faculty acting as an “assessment committee.” Reports of outcomes assessment plans and assessments for all graduate programs can be found in the Assessment Committee organization site on John Jay’s Blackboard site (see Academic Programs: Graduate Studies), and summary is in Appendix 14.B.

**Learning Outcomes in Goals and Objectives**

All but one graduate program delineate at least four learning objectives, with three specifying five objectives and one, seven. All programs place primary focus on student acquisition of a *knowledge base* in the field of study being covered. Two learning objectives for the MPA Program, for example, are that students will “lead and manage in public governance” and “articulate and apply a public service perspective.” In Forensic Mental Health Counseling, one learning objective is to “to prepare students to become professional mental health counselors.” And in the Criminal Justice Program, one learning objective is that “students should be able to explain theoretical and empirical findings about crime and the institutions of criminal justice.”

Several programs report that their learning objectives extend beyond the boundaries of specific fields of study to look at their success in educating students to work in an increasingly diverse and multicultural world. For example, one of the learning objectives of the International Criminal Justice Program is that “students will develop the necessary multicultural communication skills to enable them to advance their arguments effectively in academic and professional settings in the United States and abroad.”

**Learning Outcomes Measured**

All graduate programs are conducting *direct* assessments, especially in the culminating capstone course where we expect to see mastery of all learning goals. Programs generally examined the final capstone project that was typically some type of research paper or a professionally oriented project such as the policy project in the MPA program. In all cases, capstone papers/projects were evaluated against a faculty-developed rubric that described, for each learning objective or sub-objective, what would constitute evidence of exceeding, meeting, approaching, and failing-to-meet a learning objective. Frequently, faculty members other than the instructor were recruited to read and rate individual student projects/projects.

In two programs – Forensic Science and the MPA – indirect assessment methods were also used to assess student learning. Forensic Science conducted employer surveys, exit surveys, and student satisfaction surveys.

With the exception of the MPA, John Jay’s graduate programs are in the early stages of student learning assessment, but the results so far suggest that most students have achieved or exceeded expectations. Full results are available in the Blackboard Assessment Committee organization site.

**Closing the Loop**
All of John Jay’s graduate programs are using the results of their assessment findings to improve the curriculum and pedagogy. The primary action taken is revising courses (Forensic Science; Digital Forensics and Cybersecurity; Forensic Mental Health Counseling; and International Crime and Justice). Other actions include increasing or changing specific assignments in existing courses (Criminal Justice), providing support structures such as tutoring or special help sessions (MPA), and reevaluating whether the learning goal or expectations for performance on that goal are appropriate (Forensic Psychology).

**Conclusion**

Assessment of student learning has become a ubiquitous and central activity at John Jay College. Assessment plans, including articulated learning objectives for programs, as well as for specific courses, are in place in every department. Outcomes have been assessed, in many departments for the first time, for all of the College’s undergraduate majors and for many of its college-wide academic programs. Faculty involvement in assessment is widespread. Assistance and coordination of assessment efforts by administrative offices created or configured for the outcomes assessment mission has been increasingly forthcoming. Results of assessments, in general, suggest that learning objectives are being met, but not always to a degree that the faculty considers satisfactory. Appropriately, assessment data are already being used by departments to guide changes and improvements in the curriculum and the classrooms to better achieve learning objectives – not just to a satisfactory level, but to a superior level in some cases.

Although learning outcomes assessment is established at the College, there remain several needs to fill, including better coordination of assessment plans around the College, the assessment of learning outcomes in the minors, and executing an assessment plan for undergraduate general education. There can be no doubt that, at John Jay College, a culture of assessment is very much in the making, which has been and will continue to be much to the benefit of our students. Students’ current achievement of learning goals and objectives, already in evidence, can only be improved as efforts at defining and assessing outcomes give clarity about the goals and the pedagogical pathways to achieving them.

**Strengths:**

1. There are active assessment programs in all academic departments that cover all majors and graduate programs.
2. Faculty own the assessment of student learning and use it consistently for program improvement.
3. There is a College-Wide Assessment Committee designed to coordinate assessment across the campus.

**Concerns:**

1. Given that assessment has grown rapidly since 2010, there are many individuals and groups newly involved in developing, conducting, and monitoring assessment activity. It may take some time to clarify in practice the roles of each.
2. The College-Wide Assessment Committee has perhaps too many responsibilities.

**Recommendations:**
1. The College should sponsor and promote at least one meeting a year where assessment practices are shared in a campus-wide forum.

2. The College-Wide Assessment Committee should monitor assessment activities across the campus in the interest of removing duplication and extraneous effort, and it should seek to reduce or streamline its own workload where possible.

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1 Learning Communities are comprised of two linked courses, generally a skills course, such as composition, and a discipline-specific course, such as Sociology 101.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: Jan. 18, 2013

1. a. Department(s) or program(s) proposing this course: Sciences
   b. Name and contact information of proposer(s): Dr. Kobilinsky
      Email address(es): lkobilinsky@jjay.cuny.edu
      Phone number(s): 212.237.8884

2. a. Title of the course: The Incredible Living Machine: the Human Body
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): The Human Body
   c. Level of this course: 100 Level X 200 Level 300 Level 400 Level

   Please provide a brief rationale for why the course is at the level:
   
   This course will be offered at the 200 level because it is intended to build upon prior science knowledge from any of the 100 level science courses. Although no prior knowledge of anatomy and physiology of the human body is expected, the laboratory skills and the readings are more sophisticated. This course is a general introduction to the human body, how the body stays healthy (homeostasis), and how it may be affected by disease. Scientific research, biotechnology, and ethical issues will be discussed.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): BIO 2XX

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

   The field of human biology is an ever-changing field that affects our lives daily; therefore, it is important for students to have basic knowledge of how the human body works (its structure and function). This course offers both self-awareness to the student (in understanding their bodies) and an opportunity for students to be scientifically literate about the process of scientific discovery concerning health and disease.
This course is designed as a survey for non-science majors and no prior knowledge of anatomy and physiology is required. Students will be expected to have prior laboratory experience with basic understanding of laboratory procedure, equipment, and writing research reports.

The rationale behind the creation of this course is the need for science literacy to enable all, scientists and nonscientists alike, to make reasoned judgments on societal issues that are founded on the processes and fruits of science in general and biology in particular. This course will be a part of John Jay’s General Education program in the “scientific world” category, and a key element in breaking the misconceptions that students may have about their bodies, health, and disease.

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 for non-science majors offers a contemporary introduction to the structure of the human body and how the body functions to maintain good health as well as fight disease. It explores the human body on all levels - from genetics to the major body systems. Ethical issues on medicine, biotechnology, and bioengineering will also be explored.

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):

   SCI 110 or SCI 112 or NSC 107 (or any Stem Variant science course of at least 3 credits: BIO 102, 103, 104, CHE 102, 103, 104)

6. Number of:
   a. Class hours  __3__ (2 lecture)
   b. Lab hours  __1__ (lab)
   c. Credits  __3__

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

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?

   1. Gather, interpret, and assess information from a variety of sources and points of view.
• Interpret student collected and professionally collected data from both laboratory experiments and research journals and assess the information within a larger perspective (e.g. for it’s predictive capability).
• Examine epidemiological and toxicological studies of diseases that may affect the major organ systems of the body.
• Recognize and communicate the difference between research on biological issues and non-research based statements.

2. Evaluate evidence and arguments critically or analytically.

• Critically evaluate biological theories and current issues, including but not limited to: evolution, phylogeny, genetic engineering and biotechnology, and human infectious disease.
• Recognize the significance of the scientific process in understanding biological theory and research that supports theories.
• Learn how to draw appropriate scientific conclusions from evidence and experimental data in both scientific research and legal settings.
• Consider the dynamic relationship between politics, economics & societal issues that might influence scientific research.

3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

• The thoughtful and systematic collection, analysis, and interpretation of data by students will produce evidence to support their conclusions both in the laboratory report, fieldwork reports, and in written research reports.
• Develop a hypothesis, create a research plan, organize data to reveal important patterns, and draw conclusions based on findings.
• Develop competence in oral and written forms of scientific communication by researching and presenting scientific studies on disease and/or health topic.
• Discriminate between scientific and non-scientific resources by describing the basic components of a scientific investigation, and contrast this with non-scientific statements.

4. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.

• Students will practically apply observation and/or measurement in a larger scientific context and thereby assess the validity of the data they collect.
• Students will statistically analyze scientific data.
• Investigate properties of living organisms, tissues, systems, genetics, mutations, and drug resistance by using the tools of science.

5. Articulate and evaluate the empirical evidence supporting a scientific or formal theory.

• Correctly use basic terminology in biology, chemistry, anatomy, and physiology in order to discuss epidemiology and toxicology studies.
• Recognize fundamental concepts that support the theory of evolution and our understanding of genetic engineering and biotechnology.
• Acquire broad background knowledge in the biological sciences by performing laboratory experiments investigating the structure and function of the DNA molecule, enzymes, blood group genetics, and how these are related to understanding scientific theory.

6. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

• Understand the role of creativity in problem solving and the application of scientific principles in gathering and interpreting scientific data.
• Interpret biological research findings in primary documents and synthesize these findings into how they relate to students’ daily lives.
• Interpret biological research findings as published in the popular media and critically evaluate the significance of these findings.

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

_x___No  _____Yes

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

10. Will this course be part of JJ’s general education program? (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

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

Flexible Core:

<table>
<thead>
<tr>
<th>A. World Cultures and Global Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. U.S Experience in Its Diversity</td>
</tr>
<tr>
<td>C. Creative Expression</td>
</tr>
<tr>
<td>D. Individual and Society</td>
</tr>
<tr>
<td>E. Scientific World</td>
</tr>
</tbody>
</table>

Please explain why this course should be part of the selected area.

The purpose of the “Scientific World” is to build a solid intellectual foundation upon which students can engage in more sophisticated study and analysis at successfully higher levels as they complete their degrees. This course helps to further develop research and laboratory skills.

The course should be part of the Scientific World flexible core because of the following:

1) It is designed to give students the solid foundation in human anatomy and physiology in order to help them become more aware of their bodies.
2) Students will learn methods of scientific investigation, learn how to read primary documents, and to write reports that are based on actual evidence.
3) Students will understand the scientific principles underlying matters of public health concerns.

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

Journal writing, Blackboard Discussions, Turning Technologies Response System, laboratory experiments, in-class group work, collaborative case study, quizzes and tests. These will be assessed using the established departmental rubrics.

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

Yes__X__ No____ (In the process)

- If yes, please state the librarian’s name_____Janice Dunham___________
- Are there adequate resources in the library to support students’ work in the course
  Yes___X____ No________

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

  ➢ The library catalog, CUNY+  __x__
  ➢ EBSCOhost Academic Search Complete __x__
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) __x__
  ➢ LexisNexis Universe __x__
  ➢ Criminal Justice Abstracts____
  ➢ PsycINFO ______
  ➢ Sociological Abstracts ______
  ➢ JSTOR __x__
  ➢ SCOPUS __x__
  ➢ Other (please name)
    ____________________________
  ➢ Web of Science x
  ➢ Scirus x

13. **Syllabus – see attached**

14. **Date of Department curriculum committee** approval ____Jan.17, 2013__________

15. **Faculty** - Who will be assigned to teach this course? ____Dr. Kobilinsky & other qualified science faculty ______

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
  _X___No
C1

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

17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
   ___x_Not applicable
   ____No
   ____Yes. If yes, give a short summary of the consultation process and results.

18. Will any course be withdrawn, if this course is approved?
   ___x_No
   ____Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:
    Dr. Larry Kobilinsky
    Chair, Proposer’s Department
# CUNY Common Core
## Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>BIO 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>The Incredible Living Machine: The Human Body</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Sciences</td>
</tr>
<tr>
<td>Discipline</td>
<td>Biology</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>SCI 110 or SCI 112 or NSC 107 (or any Stem Variant science course of at least 3 credits: BIO 102, 103, 104, CHE 102, 103, 104)</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td></td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course for non-science majors offers a contemporary introduction to the structure of the human body and how the body functions to maintain good health as well as fight disease. It explores the human body on all levels - from genetics to the major body systems. Ethical issues on medicine, biotechnology, and bioengineering will also be explored.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td>Sample Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:
- [ ] current course
- [ ] revision of current course
- [X] a new course being proposed

### CUNY COMMON CORE Location

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

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

### Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

#### E. Scientific World

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
A Flexible Core course must meet the three learning outcomes in the right column. Students will:

- Interpret student collected and professionally collected data from both laboratory experiments and research journals and assess the information within a larger perspective (e.g. for its predictive capability). e.g.: Lab assignments & Case Studies
- Examine epidemiological and toxicological studies of diseases that may affect the major organ systems of the body. e.g.: Case studies; research papers
- Recognize and communicate the difference between research on biological issues and non-research based statements. e.g. Trans-fat NYC Policy

- Critically evaluate biological theories and current issues, including but not limited to: evolution, phylogeny, genetic engineering and biotechnology, and human infectious disease. Derived from the text and independent research readings.
- Recognize the significance of the scientific process in understanding biological theory and research that supports theories. e.g.: The methods and process of science done in the lab.
- Learn how to draw appropriate scientific conclusions from evidence and experimental data in both scientific research and legal settings. e.g.: Case study
- Consider the dynamic relationship between politics, economics & societal issues that might influence scientific research.

- The thoughtful and systematic collection, analysis, and interpretation of data by students will produce evidence to support their conclusions both in the laboratory report, fieldwork reports, and in written research reports.
- Develop a hypothesis, create a research plan, organize data to reveal important patterns, and draw conclusions based on findings. e.g.: Case Study
- Develop competence in oral and written forms of scientific communication by researching and presenting scientific studies on disease and/or health topic. e.g.: Research paper
- Discriminate between scientific and non-scientific resources by describing the basic components of a scientific investigation, and contrast this with non-scientific statements. e.g: New York times articles given throughout the semester.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:
<table>
<thead>
<tr>
<th><strong>C1</strong></th>
<th><strong>C1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</td>
<td>- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</td>
</tr>
</tbody>
</table>
| - Students will practically apply observation and/or measurement in a larger scientific context and thereby assess the validity of the data they collect.  
- Students will statistically analyze scientific data.  
- Investigate properties of living organisms, tissues, systems, genetics, mutations, and drug resistance by using the tools of science. | |
| - Correctly use basic terminology in biology, chemistry, anatomy, and physiology in order to discuss epidemiology and toxicology studies.  
- Recognize fundamental concepts that support the theory of evolution and our understanding of genetic engineering and biotechnology.  
- Acquire broad background knowledge in the biological sciences by performing laboratory experiments investigating the structure and function of the DNA molecule, enzymes, blood group genetics, and how these are be related to understanding scientific theory. | - Articulate and evaluate the empirical evidence supporting a scientific or formal theory. |
| | - Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. |
| - Understand the role of creativity in problem solving and the application of scientific principles in gathering and interpreting scientific data.  
- Interpret biological research findings in primary documents and synthesize these findings into how they relate to students’ daily lives.  
- Interpret biological research findings as published in the popular media and critically evaluate the significance of these findings. | - Understand the scientific principles underlying matters of policy or public concern in which science plays a role. |
The Incredible Living Machine: The Human Body

Lecturer: Dr. L. Kobilinsky
Email: lkobilinsky@jjay.cuny.edu
Office: Office Hours:

Course description:

This course for non-science majors offers a contemporary introduction to the structure of the human body and how the body functions to maintain good health as well as fight disease. It explores the human body on all levels - from genetics to the major body systems. Ethical issues on medicine, biotechnology, and bioengineering will also be explored.

During this course of study, students will:

1. Gather, interpret, and assess information from a variety of sources and points of view.
   - Interpret student collected and professionally collected data from both laboratory experiments and research journals and assess the information within a larger perspective (e.g. for it’s predictive capability).
   - Examine epidemiological and toxicological studies of diseases that may affect the major organ systems of the body.
   - Recognize and communicate the difference between research on biological issues and non-research based statements.

2. Evaluate evidence and arguments critically or analytically.
   - Critically evaluate biological theories and current issues, including but not limited to: evolution, phylogeny, genetic engineering and biotechnology, and human infectious disease.
   - Recognize the significance of the scientific process in understanding biological theory and research that supports theories.
   - Learn how to draw appropriate scientific conclusions from evidence and experimental data in both scientific research and legal settings.
   - Consider the dynamic relationship between politics, economics & societal issues that might influence scientific research.

3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
   - The thoughtful and systematic collection, analysis, and interpretation of data by students will produce evidence to support their conclusions both in the laboratory report, fieldwork reports, and in written research reports.
   - Develop a hypothesis, create a research plan, organize data to reveal important patterns, and draw conclusions based on findings.
   - Develop competence in oral and written forms of scientific communication by researching and presenting scientific studies on disease and/or health topic.
   - Discriminate between scientific and non-scientific resources by describing the basic components of a scientific investigation, and contrast this with non-scientific statements.

4. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
Students will practically apply observation and/or measurement in a larger scientific context and thereby assess the validity of the data they collect.

Students will statistically analyze scientific data.

Investigate properties of living organisms, tissues, systems, genetics, mutations, and drug resistance by using the tools of science.

5. Articulate and evaluate the empirical evidence supporting a scientific or formal theory.

- Correctly use basic terminology in biology, chemistry, anatomy, and physiology in order to discuss epidemiology and toxicology studies.
- Recognize fundamental concepts that support the theory of evolution and our understanding of genetic engineering and biotechnology.
- Acquire broad background knowledge in the biological sciences by performing laboratory experiments investigating the structure and function of the DNA molecule, enzymes, blood group genetics, and how these are related to understanding scientific theory.

6. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

- Understand the role of creativity in problem solving and the application of scientific principles in gathering and interpreting scientific data.
- Interpret biological research findings in primary documents and synthesize these findings into how they relate to students’ daily lives.
- Interpret biological research findings as published in the popular media and critically evaluate the significance of these findings.

Course website & Readings: Important course announcements, course readings, homework assignments, and other resources will be posted to the course Blackboard. There are extensive web links and news articles that students are responsible for reading.

Course material: Turning Technologies Response Card: Register on line at:
http://www.turningtechnologies.com/
I recommend renting the response card from the JJ Bookstore.

Readings: All assignments can be found on the John Jay College Blackboard. Any changes or announcements will be made on that site. You should check Blackboard and your John Jay College email regularly for course information. You must have a valid John Jay email account and have access to BlackBoard for ongoing updates and notifications.

Blackboard Student Support is provided by ITSS. Students should be directed to contact ITSS at blackboardstudent@jjay.cuny.edu and through the Help Desk at 212.237.8200.

Text:
Human Biology by Daniel D. Chiras. Jones and Bartlett Learning, 7th Edition

LAB MANUAL IS AVAILABLE ON BB under "Information" but you can purchase it in the bookstore if you want to.

TURNING TECHNOLOGIES RESPONSE CARD ISBN: 9781934931394
Summary of Course Requirements:
Students are responsible for bringing the Response Cards (Turning Technologies) to every class and for accessing Blackboard to check for new announcements. Students must be able to receive emails via their John Jay College email account. Messages are sent through Blackboard. Students must learn how to use the Discussion Board section on BB. See help options under Blackboard 9.1.
Cell phones and similar devices must be turned off in class. No electronic devices of any type (phones, computers, calculators, iPods, etc.) are allowed in course exams. Students found using phones or other electronic devices during an exam will not be given credit for that exam. Students must take exams during the scheduled times. Students with a documented conflict should speak with the professor.

Grading Scale:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes, Case Studies</td>
<td>40</td>
</tr>
<tr>
<td>HW (Podcasts, etc.)</td>
<td>15</td>
</tr>
<tr>
<td>in-class projects</td>
<td>40</td>
</tr>
<tr>
<td>(includes attendance)</td>
<td>40</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
</tr>
<tr>
<td>Lab Grade</td>
<td>30</td>
</tr>
</tbody>
</table>

- Personal Photo-ID MUST be present at all lecture exams.
- This is an important component of the course and requires participation by all students. All in-class work is due the same day and cannot be made up.
- ALL examinations must be taken in the class period in which you are registered.
- Plagiarism or cheating will not be tolerated. Any student suspected of cheating will be recommended for expulsion.

Lab constitutes 30% of your total course grade: 6% Attendance, participation/group work; 7% Group Case Study; 5% Lab Manual Reports (In-Class); 6% Quiz 1 & 6% Quiz 2

1. Attendance and participation

Lab participation includes adherence to safety rules, involvement in experimental procedures and station cleanup. Students will be required to work in groups and each student should participate in the Laboratory exercises. The Instructor will observe each student’s involvement in the laboratory recitations and exercises and the students will be evaluated accordingly. The Lab safety rules will be strictly enforced at all times and students are expected to observe them while in the Lab. In that respect, under no circumstance should food be brought into lab or disposed of in waste receptacles.

2. Case Study Paper

Collaborative Group Case study: Each student is expected to collaborate on a case study paper and present their topic during lab. An electronic submission should be made to Turnitin.com. A separate handout will provide additional details on the requirements for the successful completion of this assignment. Case Study Research Paper will be due on XXXX No late submissions.
Please see additional Handout for Research Guidelines.

3. Lab Manual Reports

The Lab Manual Reports are to be completed during the Laboratory exercise and should be handed in at the end of each Lab (prior to the student leaving the Lab). The Reports are to be neatly completed (legible) and all results noted, calculations completed and questions answered as related to the respective laboratory exercise.
4. Lab Practical Quiz 1 and 2
There will be practical exams for the Lab. Each exam will cover information discussed in the Recitation as related
to the laboratory exercises, and also the laboratory exercises (calculations, interpretation etc). NO Personal phones or
PDA’s may be used.
Practical 1 will be administered on XXXX and Practical 2 will be on XXXX
There will be no make-up exams or labs.

ATTENDANCE
Lecture: There may be up to 96 students in each lecture with each lab section consisting of 24 students. It is
important that you know your lab section and you specific lab schedule as it may vary for the students you sit near in
lecture.
An important part of the course grade is earned through in-class participation and laboratory work; therefore, it is
essential for students to attend lecture and lab if they wish to be successful. No make-ups will be given for missed
in-class activities and laboratory work unless there is a documented medical excuse. If you miss an exam (or foresee
that you will miss an exam) for any reason, you MUST contact the instructor as soon as possible.

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

Course Structure: BIO XXX consists of a lecture component and a laboratory component, completion of both is
mandatory. There are two (2) lecture exams consisting of ~50 - 60 questions. All students must take the exams
during the indicated periods. If you have a documented emergency, please see me to discuss options. Both exams
count; no grade is dropped. The laboratory portion, worth 30% of the final grade, will be derived from the scores of
two (2) practical exams, quizzes, in-class activities, and class participation. Any student having difficulty with the
class should see the instructor as soon as possible.

No extra help can be given after the final exam is administered.

Accommodations for Students with Disabilities: Students with hearing, visual, or mobility impairments; learning
disabilities and attention deficit disorders; chronic illnesses and psychological impairments may be entitled to
special accommodation under the Americans with Disabilities Act (ADA). In order to receive accommodation,
students must register with the Office of Accessibility. Services (O.A.S., Room 1233-N, 212-237-8031,http://www.jjay.cuny.edu/2023.php) will define, for both students and faculty, the appropriate
accommodations. Faculty are not allowed to work directly with students to attempt to accommodate disabilities, and
accommodations cannot be applied retroactively (after-the-fact).

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 utilize the services of Turnitin.com, a plagiarism prevention system approved by the
College Council. All students must submit an electronic copy of their final paper using either the Word, WordPerfect, RTF, PDF or HTML format (including the reference page) to Turnitin.com for processing
by the date listed. In addition, a printed original must be submitted to the lab instructor by the scheduled
date (instructors may also require an electronic copy). All electronic files should be scanned for viruses
before submission. Students transmitting electronic viruses will be heavily penalized.
# The Incredible Living Machine

**Lecturer:** Dr. L. Kobilinsky  
**Email:** lkobilinsky@jjay.cuny.edu  
**Office:** 5.66.04 NB  
**Office Hours:** XXX

## COURSE OUTLINE

| Week 1 | Lecture Topic and Assignments (2 lectures)  
|--------|-------------------------------------------------|  
|       | The health of all species and ecosystems is dependent on the functioning of homeostatic mechanisms, which may evolve and change fundamental characteristics leading to the evolution of new species and new ecosystems. The methods of science are varied but always involve critical analysis of issues and information.  
|       | The Chemistry of Life: Basic chemistry is essential to understanding biology because all cells and organisms are composed of chemicals and many life processes are nothing more than chemical reactions.  
|       | Assignment: Introduce yourself on Blackboard  
|       | Reading & Review  
|       | Ch 1 & 2 and PPT 1 & 2  

| Week 1 | Laboratory Experiment (1 lab)  
|--------|---------------------------------|  
|       | Introduction:  
|       | Lab Safety, Perils of Plagiarism, Preview to Measurements, Scientific Notation & Significant Figures  
|       | Laboratory Equipment and Measurements.  
|       | Metric System: Investigate Units of Measure- weight, volume, length, & density using the Metric System and compare their values with the U.S. Customary System of Measures.  
|       | Calculate percent error comparing student measurement to a standard unit.  
|       | Collaborative groups of four: Collaboration is measured by a rubric in which students will assess themselves and discuss collaborative strategies with their peers (meta-cognition technique).  
|       | Introduce group case study assignment. Case study is based on primary documents in the field of research in the areas of epidemiology, toxicology, or sources of data from professional organizations.  

| Week 2 | Lecture Topic and Assignments (2 lectures)  
|--------|-------------------------------------------------|  
|       | The Life of the Cell: The fundamental unit of all living organisms is the cell. We understand the cell buy its structure and functions: highlighting chromosomes, cell division, and the cell cycle. Cells acquire much of their energy from the enzymatic breakdown of glucose, a carbohydrate, and fats, specifically triglycerides.  
|       | Reading and Review  
|       | http://www.cellsalive.com/  
|       | Ch 3 & 16 PPT 3 & 16  

| Week 2 | Laboratory Activity (1 lab)  
|--------|---------------------------------|  
|       | What is the fundamental molecular structure and function of all living things? How do cells reproduce? Models and simulations will be used to examine mitosis and meiosis. Concepts described are chromosome replication and genetic inheritance.  

| Week 3 | Lecture Topic and Assignments (2 lectures)  
|--------|-------------------------------------------------|  
|       | Principles of Structure and Function: From cells to organ systems, how homeostasis is maintained, and how biological rhythms affect our health.  
|       | Reading and Review  

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Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Laboratory Experiment: DNA Isolation: Isolate and observe DNA obtained from plant cells (strawberry) using household chemicals in order to understand how cell barriers are broken and DNA is extracted. Read chapters 17 &amp; 18 from the text.</th>
</tr>
</thead>
</table>
| Week 5 | Lecture Topic and Assignments (2 lectures)  
Nutrition and Digestion: Humans acquire energy and nutrients from the food they eat, and consumption is closely associated with the health of an individual. Numerous studies suggest that a healthy, balanced diet can decrease the risk of cancer, heart disease, hypertension, and other diseases.  
Readings and Review  
Choose two of the many articles in The New York Times Science Section on trans fats (topics/nytimes.com) and discuss what you think the valid scientific arguments are for banning trans fats in NYC restaurants.  
In class mini case study: Alcohol, drugs and the Digestive System. How the digestive system functions normally and how it reacts to prevent an overdose.  
Ch 5 & PPT 5 |
| Week 6 | Lecture Topic and Assignments (2 lectures)  
Respiration: The Vital Exchange. Diseases of the respiratory system.  
Reading and Review  
PDF on BB:  
Airborne Concentrations of PM2.5 and Diesel Exhaust Particles on Harlem Sidewalks: A Community-Based Pilot Study Patrick L. Kinney,1 Maneesha Aggarwal,1 Mary E. Northridge,12 Nicole A.H. Janssen,3 and Peggy Shepard4 1Division of Environmental Health Sciences, Joseph L. Mailman School of Public Health at Columbia University, New York, New York. Environmental Health Perspectives. Volume 108, Number 3, March 2000  
Ch 8 & PPT 8 |
| Week 7 | Lecture Topic and Assignments (1 lecture, 1 exam)  
Exam 1 (Weeks 1 – 6)  
Organs of Excretion, Health and Homeostasis. The kidneys and disease.  
Reading and Review  
Ch 9 & PPT 9 |
| Week 8 | Lecture Topic and Assignments (2 lectures)  
The Structure and function of the Nervous System. Learning and memory, diseases of the brain, and health and homeostasis. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic and Assignments (2 lectures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>The structure and function of the Skeletal and Muscular systems and how to maintain healthy bones and muscles. Steroid use and athletics will be examined in detail through current articles on doping and sports.</td>
</tr>
<tr>
<td></td>
<td>Reading and Review</td>
</tr>
<tr>
<td></td>
<td>Research and review articles in the New York Times on doping and athletics. Participate in a group discussion guided by specific questions posted on Blackboard.</td>
</tr>
<tr>
<td></td>
<td>Ch 12 &amp; PPT 12</td>
</tr>
<tr>
<td>Week 10</td>
<td>The endocrine system and endocrine disrupters: Plastics, bisphenol-A and human exposure.</td>
</tr>
<tr>
<td></td>
<td>Reading and Review</td>
</tr>
<tr>
<td></td>
<td>Ch 13 &amp; PPT 13</td>
</tr>
<tr>
<td>Week 11</td>
<td>The Immune System: Introduction to viruses and bacteria, diseases and the immune system, health and homeostasis.</td>
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<tr>
<td></td>
<td>Video: The Other Drug War. Frontline, PBS Video</td>
</tr>
<tr>
<td></td>
<td>Reading and Review</td>
</tr>
<tr>
<td></td>
<td>Ch 14 &amp; PPT 14</td>
</tr>
<tr>
<td>Week 12</td>
<td>Human Infectious Disease; Agents of disease, the course of human disease, how infections are transmitted, emerging infectious diseases and bioterrorism, health and homeostasis.</td>
</tr>
<tr>
<td></td>
<td>Quiz 2</td>
</tr>
<tr>
<td></td>
<td>Ch. 15 &amp; PPT 15</td>
</tr>
<tr>
<td>Week 13</td>
<td>Genetic Engineering and Biotechnology: Room for debate.</td>
</tr>
<tr>
<td></td>
<td>Reading and Review</td>
</tr>
<tr>
<td></td>
<td>Ch. 19 &amp; PPT 19</td>
</tr>
<tr>
<td>Week 14</td>
<td>Lecture Topic and Assignments (1 lectures, 1 Review)</td>
</tr>
</tbody>
</table>

Reading and Review
Research and debate the effects of Cannabis (or other recreational drugs) on humans (and test animals) and the implications for legalization.
Ch 10 & PPT 10

Laboratory Practical exam (1 lab)
Lessons from Weeks 1 - 7

Laboratory Activity (1 lab)
Examine models of the skeletal system and examine prepared slides of bone and muscular tissue.

Laboratory Experiment (1 lab)
Case Study: Diabetes

Laboratory Experiment (1 lab)
Presentation of group case studies

Laboratory Experiment (1 lab)
Presentation of group case studies
Wrap up and Review for Final

Laboratory Practical exam 2 (1 lab)

Week 15  Final exam given on XXXX; please check the Registrar’s website to confirm the exact date and time

Grades for courses that have been completed through the final examination are as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
<th>Percentage Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93.0-100.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83.0-87.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80.0-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73.0-77.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70.0-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67.1-69.9</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>63.0-67.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>60.0-62.9</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60.0</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

Date Submitted __________________

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

1. a. Department(s) or program(s) proposing this course ____________________________
   b. Name and contact information of proposer(s) ________________________________
      Email address(es) __________________________________________________________
      Phone number(s) __________________________________________________________

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

This course will be offered at the 100 level because it does not require any college-level scientific knowledge. This course includes general introductions to the field of chemistry and its applications to the health and societal issues of modern world. It is designed for non-majors to learn chemistry in the context of the things that can or do affect them in their everyday lives.

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

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

The proposed course “The Extraordinary Chemistry of Ordinary Things” will integrate lecture and laboratory elements of chemistry. The field of science is an ever-changing field that affects our lives daily; therefore it is important for everyone to have a basic knowledge of science in order to be more scientifically literate in a world that inundates us with medical issues and technological advancements. Too often people believe that science is seemingly beyond their capacity to understand. Science, and chemistry in particular, is a field that suffers from prejudice,
reluctance, fear, and lack of interest. This course conveys the excitement of chemistry, particularly as it relates to topics concerning contemporary society: food and diet, emerging infectious diseases, crime scene investigations, modern materials, art, biotechnology, and chemical weapons, etc. The course is based on the scientific method. The rationale behind the creation of this course is the need for science literacy to enable all, scientists and nonscientists alike, to make reasoned judgments on societal issues that are founded on the processes and fruits of science in general and chemistry in particular. This course will be a part of John Jay’s General Education program in the “scientific world” category, and a key element in breaking the misconception of science as being boring and dreary.

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 for non-science majors deals with basic principles and applications of chemistry to the ordinary things of our everyday lives, and some that aren’t so ordinary, but nevertheless can and do affect our lives. The topics include several fundamental principles of chemistry (molecules, chemical bonds, reactions, solutions), followed by applications of chemistry to health (food, exercise, medicine, infectious disease) and society (warfare, crime, modern materials and art).

[Note: Prior exposure to fundamentals of algebra and chemistry (such as high school classes) is strongly recommended.]

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): None

6. Number of:
   a. Class hours 3 (2 lecture, 1 lab)
   b. Lab hours 1
   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?
- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

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

   X  No      ___Yes

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

10. Will this course be part of JJ’s general education program? (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

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

    **Flexible Core:**

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

    Please explain why this course should be part of the selected area.

    The course should be part of the scientific world flexible core because students will acquire knowledge about basic scientific principles on how the universe operates, and apply these principles to health and societal contexts of the modern world. Further, students will be able to evaluate the impact of scientific discoveries and technology that impact their daily lives.

11. How will you assess student learning?

    There are four components contributing to the assessment of students learning:
    I. There are two midterm exams and a final exam that will test student’s understanding of the lecture material;
2. The material learned in the lecture component of the course will be strengthened through a series of laboratory experiments. Each experiment will require a written report and answering of the follow up questions related to the experiment.

3. Well-written term paper on the topic of individual student interest pertaining to the contemporary world issue of chemistry will provide a comprehensive understanding of scientific principles underlying these matters, and will be graded.

4. Student participation and in-class discussions about the material learned.

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

   Yes _X_  No ___

   • If yes, please state the librarian’s name _Janice Dunham_ ___________
   • Are there adequate resources in the library to support students’ work in the course
     Yes _X_ No ___________ (in progress)
   • Will your students be expected to use any of the following library resources? Check all that apply.

     ➢ The library catalog, CUNY+ _X_
     ➢ EBSCOhost Academic Search Complete _X_
     ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _X_
     ➢ LexisNexis Universe _X_
     ➢ Criminal Justice Abstracts ___
     ➢ PsycINFO ___
     ➢ Sociological Abstracts ___
     ➢ JSTOR _X_
     ➢ SCOPUS _X_
     ➢ Web of Science _X_
     ➢ Other (please name) _X__
     ➢ SCIRUS ___________

13. Syllabus – see attached

14. Date of Department curriculum committee approval ___January 19th, 2013___

15. Faculty - Who will be assigned to teach this course? _Artem Domashevskiy / Marcel Roberts_

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

   _X_ No

   ___Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
   
   ___ Not applicable
   ___ No
   ___ Yes. If yes, give a short summary of the consultation process and results.

18. Will any course be withdrawn, if this course is approved?
   
   ___ No
   ___ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   Larry Kobilinsky
   Chair, Proposer’s Department
### CUNY Common Core

#### Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay college</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>CHE</td>
</tr>
<tr>
<td>Course Title</td>
<td>The Extraordinary Chemistry of Ordinary Things</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Science</td>
</tr>
<tr>
<td>Discipline</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course for non-science majors deals with basic principles and applications of chemistry to the ordinary things of our everyday lives, and some that aren’t so ordinary, but nevertheless can and do affect our lives. The topics include several fundamental principles of chemistry (molecules, chemical bonds, reactions, solutions), followed by applications of chemistry to health (food, exercise, medicine, infectious disease) and society (warfare, crime, modern materials and art).</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

#### Indicate the status of this course being nominated:
- [ ] current course
- [ ] revision of current course
- [x] a new course being proposed

#### CUNY COMMON CORE Location

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

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

#### Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

<table>
<thead>
<tr>
<th>E. Scientific World</th>
</tr>
</thead>
</table>
A Flexible Core course must meet the three learning outcomes in the right column.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will gather information through a variety of laboratory experiments, such as examination of</td>
<td>Students will critically evaluate evidence and arguments. They will, for example, evaluate chemical and biochemical theories behind fundamentals of science and their applications to health and societal issues by applying them to laboratory experiments. They will write up their evaluations in 8 required laboratory reports using collected experimental evidence and presenting analysis of the collected results. They will also demonstrate these abilities in written homework problems and in-class debates on the applications of science to health and societal issues. Finally, they will write a research paper that involves analyzing and evaluating evidence on a chosen topic of chemical applications covered in lectures using variety of supplemental sources (text and lecture hand-outs, manuals, media, scientific literature, etc.).</td>
</tr>
<tr>
<td>properties and reactivity of elements and their compounds, determination of vitamin C context in over-the-counter tablets and cholesterol in food, study of energy-releasing reactions, synthesis of aspirin, etc. They will demonstrate their ability to interpret and assess this information in written laboratory reports and responses to follow up questions. In writing these reports students will: 1) Collect, and interpret information by recording experimental observations and drawing on research of scientific journal articles (journals of organic and analytical chemistry, biochemistry, etc.) and evaluation of databases (American Heart Association, PubMed). 2) Examine and evaluate chemical evidence and studies on health (food, medicine, exercise, disease) and societal (warfare, crime, art) issues. 3) Indicate their understanding of the difference between scientific (scholarly) and non-research based (popular) statements.</td>
<td>• Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>Students will critically evaluate evidence and arguments. They will, for example, evaluate chemical and biochemical theories behind fundamentals of science and their applications to health and societal issues by applying them to laboratory experiments. They will write up their evaluations in 8 required laboratory reports using collected experimental evidence and presenting analysis of the collected results. They will also demonstrate these abilities in written homework problems and in-class debates on the applications of science to health and societal issues. Finally, they will write a research paper that involves analyzing and evaluating evidence on a chosen topic of chemical applications covered in lectures using variety of supplemental sources (text and lecture hand-outs, manuals, media, scientific literature, etc.).</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
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<tr>
<td>Students will produce well-reasoned written and oral arguments using evidence to support conclusions. They will demonstrate this skill, for example, in essays written for Examination 2 on applications of chemistry to health, disease, and genetics (week 11) as well as in their research paper (see above). In bi-weekly lab experiments and reports, they will develop a hypothesis based on experimental results and observations, creation of a research plan to support the hypothesis, data organization and finding patterns to produce scientifically justifiable arguments.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
<tr>
<td>A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:</td>
<td></td>
</tr>
<tr>
<td>• Students will analyze and identify a variety of fundamental concepts pertaining to chemical principles, including but not limited to - the atomic theory of matter, periodicity, principles of bonding and reactivity, and the transformation of energy. They will demonstrate these abilities on examinations (weeks 6, 11, and final exam) and in their bi-weekly lab reports, which require them to apply and support fundamental concepts and methods learned in lecture through the laboratory experiments.</td>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</td>
</tr>
</tbody>
</table>
Students will demonstrate how the tools of science and formal analysis can be used to analyze problems and develop solutions through their lab experiment reports, in which they statistically analyze the scientific data collected during experiments and research. In their research paper students will show how science in general and chemistry in particular can be used to solve problems of contemporary society such as disease control, design of pathogen-resistant crops, crime scene evidence.

- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.

Students will articulate and evaluate scientific evidence and theories. They will demonstrate this in their written work (lab reports, research paper, and homework problems) in which they will use the correct basic scientific terminology to discuss rudimentary chemical concepts that relate to health and society related applications, such as epidemiology and disease control, exercise and food, criminalistics and art as well as to basic theories such as the atomic theory of matter, chemical reactivity, basic principles of living organisms, and applications of these theories to health and genetic engineering, biotechnology, and warfare.

- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.

In their examinations (2 midterms and a final) and their research paper students will articulate and assess the impact of technological advances and scientific discoveries by the influence of chemistry on the advancement of personal hygiene, food additives, crime scene investigation, art and forgery, recombinant DNA technology, epidemiology. They will also communicate and share their opinions through regular in-class discussions and written essays.

- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.

Students will demonstrate their understanding of the scientific principles underlying matters of public policy or concern in their research paper and exam essays. These essay questions will ask them to explain the scientific principles relevant to topics such as nutrition, disease, exercise, and medicine.

- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.
Syllabus for “The Extraordinary Chemistry of Ordinary Things”

Professor: Artem Domashevskiy

Semester: C2

Course Code: CHE: Ext.

Course Section: 00

Classroom: 0000

Class Time: 00.00-00.00/period 0

Professor’s Office: 05.66.25 NB

Office Hours: M/W or T/Th @ 00.00-00.00

Professor’s Phone and E-mail: (646) 557-4640; adomashevskiy@jjay.cuny.edu

Course Prerequisite: None

Course Description: This course for non-science majors deals with basic principles and applications of chemistry to the ordinary things of our everyday lives, and some that aren’t so ordinary, but nevertheless can and do affect our lives. The topics include several fundamental principles of chemistry (molecules, chemical bonds, reactions, solutions), followed by applications of chemistry to health (food, exercise, medicine, infectious disease) and society (warfare, crime, modern materials and art).

Learning Objectives:

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
5. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
6. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.


The Study Guide (ISBN: 0-618-37663-1) offers focused and clear outlines of chapter content as well as pre- and post-texts to help students focus on the most important concepts.

The Online Study Center (http://college.hmco.com/pic/millarde1e) enhances text content with interactive materials to support key concepts and applications, math review tools, visualizations of key chemical topics, interactive practice questions, an online glossary, and vocabulary flashcards.

Policy on Attendance, Etiquette, and Participation: Students enrolled in this course are required to attend all lecture and laboratory sessions of the section for which they are registered. There are either two lecture sessions per week and one lab session or one lecture and two laboratory session per week. More than 3 unjustified absences in your laboratory or lecture classes will result in an unofficial withdrawal grade. Justified absences are limited to extraordinary circumstances and written justification is required. Attendance, enthusiasm, and active class participation are observed, recorded, and reflected in the student’s final grade. Students missing more than 30 minutes of a session will be counted as absent.

The Math & Science Center and The Writing Center: The Math & Science Center is located in room 1.94NB and the Writing Center, located in room 1.68NB; these provide excellent free services to John Jay’s students. The Writing Center has staff of trained writing fellows who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Math & Science Center has tutors that will help you to better understand scientific concepts covered in class. You are encouraged to
make an appointment with a writing fellow from the Writing Center and with a tutor from the Math & Science Center to discuss the structure and style of your term paper, and do better in class.

PLAGIARISM
Statement of College Policy on Plagiarism

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

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

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

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

In this class: Academic dishonesty and plagiarism will result in penalties that are dependent on the severity of the misdeed. This may be anything from a zero on that lab or exam, zero in the course, dismissal from the entire course, or charges of academic dishonesty. Penalties will be directly applicable to the situation at hand. I would take this very seriously if I were you.

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 procedure for having the accommodation notice sent to the instructor.”

Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

ASSESSMENT: During the semester, students will be asked to complete all laboratory sessions. After each session, students will write a lab report and answer questions related to the experiment. This assessment will be graded. The lab grades will count for 25% of your final grade.

Exams: There will be two exams and a final on the covered course material. The three exams will count for 60% of your final grade.

Term paper: Students will be asked to choose one of the topics covered in class and write a comprehensive discussion paper. This paper will count for 10% of your final grade.

Participation: Participation during in-class discussions about your homework experiments will count for 5% of you final grade.

The final grades possible and their significance are listed below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Value</th>
<th>%</th>
<th>Explanation</th>
<th>Letter Grade</th>
<th>Value</th>
<th>%</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93.0 - 100</td>
<td>Excellent</td>
<td>D+</td>
<td>1.3</td>
<td>67.1 - 69.9</td>
<td>Poor</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90.0 - 92.9</td>
<td>Excellent</td>
<td>D</td>
<td>1.0</td>
<td>63.0 - 67.0</td>
<td>Very Poor</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1 - 89.9</td>
<td>Very Good</td>
<td>D-</td>
<td>0.7</td>
<td>60.0 - 62.9</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

1 John Jay College of Criminal Justice Undergraduate Bulletin

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
THERE IS NO GRADING CURVE IN THIS COURSE

SCHEDULE OF CLASSES

PART 1: FUNDAMENTAL PRINCIPLES OF CHEMISTRY

WEEK 1 (3 LECTURE CLASSES = 3 HOURS)
BUILDING BRICKS OF MATTER – THE FIRST COMPONENT OF THE UNIVERSE

This lecture begins with discussion of applications of chemistry to daily life. Students will learn about matter and its properties, and the building blocks of matter – atoms, molecules, and their composition. The structure and design of the Periodic Table will be discussed.

Primary Reading: Chapter 1 – Matter, Atoms, and Compounds.
Further Reading: Interactive periodic table on the web; provides essential information (the history, properties, compounds, uses, geology, biology, etc.) about chemical elements (www.webelements.com).

CHEMICAL BONDING OF MATTER

This lecture will provide students with the basic concepts of chemical bonding. The students will learn about rules and types of bonding in molecules, the octet rule. Discussion on how to represent the structure of molecules will follow.

Primary Reading: Chapter 2 – Chemical Bonds.

WEEK 2 (2 LECTURE CLASSES & 1 LAB HOUR)

REACTIVITY OF MATTER

This lecture will include the basic principles of chemical reactivity, reactions, balancing chemical reactions, chemical stoichiometry, a quantity - the mole, and simple calculations involved. Discussion about chemical electricity – the oxidation-reduction reactions will follow that will include topics on fermentation, photography, batteries, and metabolism.

Primary Reading: Chapter 3 – Chemical Reactions.
Further Reading: How do we manage to remember smells despite the fact that each olfactory sensory neuron only survives for about 60 days and is then replaced by a new cell? (http://www.scientificamerican.com/article.cfm?id=experts-olfactory-neuron-turnover)

LABORATORY EXPERIMENT 1

Periodic Table: properties and reactivity of elements and their compounds. Students will learn about the structure of the Periodic Table of Elements, analyze reactivity of elements, and examine periodic trends in the properties of elements and their compounds.
WEEK 3 (2 LECTURE CLASSES & 1 LAB HOUR)
SOLUTIONS AND THEIR PROPERTIES
This lecture begins with the discussion of different states of matter, and types of intermolecular forces that make solids and liquids as solids and liquids versus gases. Students will learn about different types of solutions, such as colloids, suspensions, and emulsions. They will learn about solubility and concentration. Acids, bases, and the pH scale will be discussed here.
Primary Reading: Chapter 4 – Intermolecular Forces and Properties of Solutions.
Intermolecular forces (http://www.mikeblaber.org/oldwine/chm1045/notes/Forces/Intermol/Forces02.htm)
Further Reading: Colors of hydrangeas (http://www.hydrangeashydrangeas.com/colorchange.html)

LABORATORY EXPERIMENT 2
Acid-base titrations of vitamin C. Students will learn how to prepare solutions of the desired concentrations, and perform acid-base titrations of over-the-counter vitamin C tablets.

WEEK 4 (2 LECTURE CLASSES & 1 LAB HOUR)
ENERGY – THE SECOND COMPONENT OF THE UNIVERSE
This lecture will include the discussion of energy, energy transformations, and the energy either evolved or absorbed during chemical reactions. The students will learn about the first two laws of the Universe – the First and the Second Laws of Thermodynamics. Bio- and chemiluminescence will be discussed here, as well as biological importance of thermodynamics (energy transformations) and kinetics (speeds of chemical reactions).
Primary Reading: Chapter 5 – Energy and Chemical Reactions.
The Dual Nature of Nitroglycerin (http://www.beyonddiscovery.org/content/view.txt.asp?a=318).

LABORATORY EXPERIMENT 3
Chemiluminescence – energy-releasing reaction that produce molecules in an electronically excited state and that molecule, as it returns to the ground state, releases its energy as a photon of light. Students will perform reactions that oxidize luminol; these reactions release energy as light.

WEEK 5 (2 LECTURE CLASSES & 1 LAB HOUR)
INTRODUCTION TO THE CHEMISTRY OF CARBON
This lecture introduces basic principles of chemistry of life – the organic chemistry. Students will learn about different classes of organic compounds, such as hydrocarbons, oxygen-, nitrogen-, and sulfur-containing compounds. Structure and biological importance of isomers will be discussed.
Primary Reading: Chapter 7 – Introduction to Organic Chemistry

LABORATORY EXPERIMENT 4
Synthesis of fruit smelling esters. Students will perform a synthesis of an ester, pentyl acetate, that possesses banana odor.

WEEK 6 (2 LECTURE CLASSES & EXAM 1)
INTRODUCTION TO THE CHEMISTRY OF LIFE
This lecture will provide an overview of a living cell and its components. The discussion of structure and function of basic classes of biomolecules, such as lipids, carbohydrates, proteins, and nucleic acids, will follow. A brief overview of metabolism will be included.
Primary Reading: Chapter 8 – Introduction to Biochemistry
(Posted on the BlackBoard).
EXAM 1 will test students’ knowledge on the fundamental principles of chemistry, and will cover questions pertaining to lectures 1 through 7.
PART 2: HEALTH APPLICATIONS OF CHEMISTRY

WEEK 7 (2 LECTURE CLASSES & 1 LAB HOUR)

CHEMISTRY AND FOOD
This lecture will begin with the introduction of the food pyramid. The discussion of carbohydrates, proteins, lipids, and water as major food compounds will follow. Topics discussed will include glycemic index, cholesterol, the “bad” fats versus the “good” fats, vitamins and minerals, preservatives, flavors, sweeteners, phytochemicals, etc.

Primary Reading: Chapter 9 – Chemistry and Food.

LABORATORY EXPERIMENT 5
Determination of cholesterol and protein in food. Students will extract cholesterol and dietary fats from a variety of sources (beef liver, peanuts, avocado, etc.) and determine its concentrations in foods.

WEEK 8 (3 LECTURE CLASSES = 3 HOURS)

CHEMISTRY AND THE GYM
This lecture begins with the molecular basis of exercise and fuel metabolism. Other topics include physiology of muscles, endurance and power training, and the chemical basis for legal and illegal performance enhancers.

Primary Reading: Chapter 10 – Chemistry and the Gym.

CHEMISTRY AND MEDICINE
This lecture introduces drug action in the brain, focusing on pain relievers and action at the molecular and cellular level of depressants and stimulants. The lecture also discusses sex hormones and chemical methods of birth control as well as hormone replacement therapies for both sexes.

Primary Reading: Chapter 11 – Chemistry and Medicine.
Further Reading: Cancer Facts and Figures from the American Cancer Society (http://www.cancer.org/research/cancerfactsfigures/index).
Targeting HIV Replication Video (http://www.youtube.com/watch?v=mzfnxCEsck4).

WEEK 9 (2 LECTURE CLASSES & 1 LAB HOUR)

LABORATORY EXPERIMENT 6
Synthesis of aspirin. Students will synthesize acetylsalicylic acid (aspirin) from salicylic acid and acetic anhydride, and determine the experimental yield for the reaction.

CHEMISTRY AND INFECTIOUS DISEASE
This lecture begins with classic models of epidemiological research. Coverage includes the major classification of microorganisms, using current examples such as hemorrhagic fever viruses, bird flu, HIV, human anthrax, and mold infestation to describe the chemical action necessary to stop pathogenic organisms.

Primary Reading: Chapter 12 – Chemistry and Infectious Disease.

WEEK 10 (2 LECTURE CLASSES & 1 LAB HOUR)

CHEMISTRY AND THE GENETIC REVOLUTION
This lecture covers cutting-edge topics in biochemistry and their wide and significant social and political implications, including genetic engineering techniques and GM organisms, cloning, gene therapy and reprogenetics, and the possibility of personalized medicines through pharmacogenomics.

Primary Reading: Chapter 13 – Chemistry and the Genetic Revolution.
LABORATORY EXPERIMENT 7
Genetic engineering lab. Students will perform a simple cloning experiment where the gene encoding for the β-galactosidase enzyme will be interrupted by genetic transformation techniques. Phnotypical differentiation of the bacterial colonies (blue versus white) will allow to judge on the success of the experiment (white colonies signify successful cloning, blue colonies are negative control and show unsuccessful cloning of a gene).

WEEK 11 (2 LECTURE CLASSES & EXAM 2)
EXAM 2 will test students’ knowledge on the fundamental applications of chemistry to health, such as food, gym, infectious disease, and the genetic revolution. It will include questions pertaining to lectures 9 through 12.

PART 3: SOCIETAL APPLICATIONS OF CHEMISTRY
CHEMISTRY AND WARFARE
This lecture uses social and political history of war, from Greek fire and arrow poisons to development of modern chemical and biological agents, to frame how these agents achieve their effects.
Primary Reading: Chapter 14 – Chemistry and Warfare.
Further Reading: Types of Chemical Weapons (http://www.fas.org/cw/cwagents.htm).

WEEK 12 (2 LECTURE CLASSES & 1 LAB HOUR)
CHEMISTRY AND CRIME
This lecture explores the foundations of forensic science. The fallibility of eyewitness testimony leads to a discussion of the need for proper forensic evidence collection and testing. The chemical principles behind methods such as chromatography, electrophoresis, and spectroscopy, used to separate and identify compounds, are discussed. Methods of modern DNA analysis are covered in detail and highlighted by actual cases. Some of the best uses and most egregious misuses of forensic evidence in our court systems are also discussed.
Primary Reading: Chapter 16 – Chemistry and Crime.
The Umbrella Assassin Video (http://video.pbs.org/video/1355566832/).

LABORATORY EXPERIMENT 8
Detection of blood by luminol. Students will be able to determine blood stains and their patterns using luminol, commonly used by the forensic scientists.

WEEK 13 (2 LECTURE CLASSES & 1 LAB HOUR)
CHEMISTRY AND ART
This lecture offers a unique exploration of the chemistry of color. Forensic methods introduced in last lecture are expanded to techniques for perpetrating and detecting art fraud. Coverage also includes development of organic and inorganic pigments and the chemistry underlying different styles and methods of painting used from prehistory to the present day.
Primary Reading: Chapter 17 – Chemistry and Art.

LABORATORY EXPERIMENT 9
Synthesis of pigments. Students will synthesize a variety of pigments, such as azurite, malachite, Prussian blue, burnt ochre, and cobalt blue.

WEEK 14 (2 LECTURE CLASSES & 1 LAB HOUR)
CHEMISTRY AND NEW MATERIALS
This lecture explores an interdisciplinary field applying the properties of matter to various areas of science and engineering. It investigates the relationship between the structure of materials and their macroscopic properties, such as toughness, tenacity, elasticity, malleability, etc. Classes of materials discussed will include, but not limited to, ceramics, glass, metal alloys, semiconductors, plastics, bio- and nanomaterials.
Primary Reading: Chapter 18 – Chemistry and New Materials.
Further Reading:
LABORATORY EXPERIMENT 10
Synthesis of a plastic. Students will synthesize polyurethane plastic material and examine its properties.

FINAL EXAM will test the students’ knowledge of fundamental applications of chemistry to society, such as warfare, the environment, crime, art, and modern materials. The exam will include questions pertaining to lectures 14 through 16.
Final Exam will be held on ___/___/___, at ___:___ - ___:___ in room _____.

TERM PAPER – Students will be asked to choose a topic pertaining to any covered in-class material of their interest, and write a comprehensive discussion paper. The term paper will be due on the day of the final exam.

Last Day to Withdraw without Academic Penalty: ___/___/___
C3

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

New Course Proposal Form

Date Submitted____October 12, 2012______

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

1. a. Department(s) or program(s) proposing this course__Communications and Theater Arts
   b. Name and contact information of proposer(s) __E. Beckett
      Email address(es__ebeckett@jjay.cuny.edu
      Phone number(s)__212 237 8358

2. a. Title of the course ____Justice and Communication in Civic Life________
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ________________________________
   c. Level of this course__X__100 Level ____200 Level ____300 Level ____400 Level

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

This course provides entering freshmen with an introduction to the relationship between public communication and civic life. This justice theme helps develop a basic understanding of how leaders and ordinary citizens have used speech to affect change in their communities. Students learn traditional and contemporary rhetorical methods as well as refine their ability to apply them publicly. While students are not expected to become professional speakers, by the end of this course they will be able to forge connections between community and coursework, to practice guided deliberation, to engage with peer critique and self-reflection, to collect and weigh evidence, and to know the tools of public advocacy. Learning these basic strategies in the first year will begin the process of transitioning students into confident, competent, ethical and effective participants in civic life. Readings and writing assignments are appropriate for a 100 level course and the exercises used throughout will prepare them to communicate more effectively in upper level courses regardless of discipline.

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

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

This public speaking course is organized around the topic of Civic Engagement. Its goals are to improve students’ communication skills and to develop their understanding and appreciation of the importance of public speaking in democratic societies. These concepts have been taught together since ancient Greek and Roman eras and public speaking is widely regarded as essential to a strong liberal arts education. In this course, students learn how citizens have used public speaking to influence the outcomes of a range of political and social issues. As individuals with an interest in public service, students will also learn practical models for presenting their ideas and influencing larger audiences. Learning to organize ideas and to argue or defend positions is crucial to the relationship between democratic debate and public service.

In our increasingly diverse world, the ability to analyze problems from a variety of perspectives, and to inform, persuade, and motivate others through public speaking, is more critical than ever. In this course, students critically engage with audience-centered approaches to public speaking and learn to combine aspects of ancient Greek rhetorical practice—the Western standard—with contemporary and globally influenced communication techniques. In class and independently, students will investigate select public issues in depth, and will become more proficient in communicating what they have learned to others. Not only will they write and deliver their own speeches, but they will also study the speeches of others, both well-known public figures and students and citizens. Students are expected to listen closely to the speeches of classmates and will respond to those speeches, critically but constructively, and will learn to view public speaking as part of a larger, on-going public dialogue. All flexible core and majors courses at John Jay have various requirements for effective oral and written communication. This course serves as a basis for realizing those requirements by teaching students essential strategies for gathering, selecting, organizing, and presenting research effectively.

The ability to speak effectively in public, to draw upon a broad range of perspectives and sources of information, is as fundamental to student success as it is to professional and public life. As a First Year Seminar, this course is also aimed at helping students to transition from high school to college both socially and academically. It guides them on how to become informed citizens who can ethically inform and advocate for themselves or their communities. Classroom assignments and discussions connect individual intentions and challenges at John Jay with resources and tools that will help them achieve personal and professional success.

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 Year Seminar provides entering freshmen with the opportunity to learn how engaged citizens have used public speaking to influence the outcomes of a range of political and social issues. Students in this class will also learn to use traditional and contemporary methods when presenting their ideas or influencing decisions. Learning to organize ideas and to argue or...
defend positions is crucial to the relationship between democracy, justice, and public service. Students will do a number of oral presentations as well as written work.

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): None

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

6. Has this course been taught on an experimental basis?
   ____ No  ____ X__ Yes. If yes, then please provide:
   a. Semester(s) and year(s): Continuously since Fall 2009
   b. Teacher(s): E. Beckett, D. Byrne, G. Donaldson, I. Griffiths, N. Diaz
   c. Enrollment(s): 20-25 students per section
   d. Prerequisites(s): None

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?

At the end of this course students will be able to:

- Describe your relationship to significant issues of justice;
- Identify problems and propose solutions through evidence based inquiry;
- Assess the effectiveness of your role in collaborations with people of diverse backgrounds;
- Demonstrate effective planning and reflections to accomplish specific course outcomes; and
- Engage with co-curricular activities to develop academic goals and personal growth.

9. Will this course be part of any major(s), minor(s) or program(s)?
   ____ No  ____ X__ Yes

   If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
First Year Seminar of the First Year Experience Initiative

10. Will this course be part of JJ’s **general education program?** (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

   No ____  Yes ___X__  If yes, please indicate the area:

<table>
<thead>
<tr>
<th>College Option:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice core:</td>
</tr>
<tr>
<td>Justice &amp; the Individual              X</td>
</tr>
<tr>
<td>Struggle for Justice &amp; Equality in U.S.</td>
</tr>
<tr>
<td>Justice in Global Perspective</td>
</tr>
<tr>
<td>Learning from the Past</td>
</tr>
<tr>
<td>Communication</td>
</tr>
</tbody>
</table>

Please explain why this course should be part of the selected area.

Justice and Communication in Civic Life is part of the Justice and Individual area because it focuses on rhetoric’s foundation in democratic praxis. The connection between self and society and action and responsibility is as core to this course as it is to a student’s ability to embody the mission of this college. The civic engagement treatment of this public speaking course is premised on the belief that *politeuesthai*—collective citizenry—is at the heart of public dialogue. When taught to transition between individual and social concerns early in their academic careers, students will have better preparation for entrance into civic life.

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

**ASSESSMENT & GRADING**

**Freshman Experience Report - Exploring Success at John Jay (Oral & Written)** (10%)

This introductory transition speech introduces each student to their classmates as they share their plan for succeeding at John Jay. After investigating campus resources, students provide details to the class for one of the four following options:

1. John Jay as the beginning of the journey to their dream job,
2. Requirements of their prospective major including a brief departmental investigation,
3. Identify two organizations/clubs at JJ, explain why they might join and how these clubs might expand their John Jay experience,
4. Outside challenges they will have to address to succeed at John Jay. Students selecting this option will present detailed solutions for addressing these challenges including available John Jay resources.
Informative and Advocacy Research Presentations (50%)

**Part 1** Written section (20%): The written component of these research projects will be submitted in a professional manner. The project is assigned in stages. Each stage builds on the previous one eventually developing into a portfolio of their work on the project. Each portfolio will include an audience analysis worksheet, library worksheet, draft outline, final preparation outline and speaking outline. All written work should be proofread, typed on 8.5 x 11 inch paper in 12 Times New Roman with 1 inch margins.

**Part 2** Oral presentation (30%): Final Oral presentations of research will be delivered extemporaneously (from a speaking outline).

**Self and peer reflections (5 =10%)**
There are five required reflection papers, two peer and three self-reflections. Each student will respond to questions concerning their own and a partner’s project presentation. Responses will critically assess whether there was a logical relationship of the ideas presented, soundness and relevance of evidence presented and if they were able to distinguish fact and opinion during the presentation. Each reflection should be an exercise in critical thinking, observation and writing.

**Speaker Observation (2=10%)**
During the preparation of the Informative and Advocacy Research Projects each student will attend a lecture or discussion on campus aimed at either disseminating information or advocating for a cause. Students will prepare a 500 word written summary of their observations and will discuss their observations during the semester. This summary will critically analyze the presenter, content, delivery and conclude with their personal experience of the event.

**Quizzes (4 =10%)**
There will be four in-class quizzes. Quizzes will cover the assigned readings and lectures.

**In-Class Participation (10%)**
In general, missing more than 3 classes will significantly affect class participation. Class participation includes actively participating in class including being adequately prepared. The grade for class participation is based on attendance and prepared participation in the collective process.

**Course Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Experience Report (Oral &amp; Written)</td>
<td>10%</td>
</tr>
<tr>
<td>Research Projects/Oral Presentation</td>
<td>50%</td>
</tr>
<tr>
<td>Reflections</td>
<td>(5) 10%</td>
</tr>
<tr>
<td>In-class quizzes</td>
<td>(4) 10%</td>
</tr>
</tbody>
</table>

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
Out of class Speaker Observation (2) 10%
In-Class Participation 10%

City University of New York Grade definitions

A, A-, B+ Excellent (87-100%)
B, B-, C+ Very Good (71-86%)
C, C-, D+ Satisfactory (57-70%)
D, D- Poor (Passing, but too many “Ds” can lead to dismissal)(40-56%)
F Failure (not erased when course is retaken and passed)(below 40%)
WU Withdrew Unofficially

12. Did you meet with a librarian to discuss library resources for the course?
   Yes__X__ No___
   • If yes, please state the librarian’s name Kathleen Collins
   • Are there adequate resources in the library to support students’ work in the course
     Yes_____X____ No __________
   • Will your students be expected to use any of the following library resources? Check all that apply.
     ➢ The library catalog, CUNY+ __X__
     ➢ EBSCOhost Academic Search Complete __X__
     ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) __X__
     ➢ LexisNexis Universe __X__
     ➢ Criminal Justice Abstracts
g➢ PsycINFO
g➢ Sociological Abstracts
g➢ JSTOR __X__
g➢ SCOPUS
g➢ Other (please name)
     _CQ Researcher_
     Opposing Viewpoints

Additionally, each semester during the early stages of the first research assignment students are provided a library class to acquaint them with the JJ library and use of peer reviewed source material.

13. Syllabus – see attached

14. Date of Department curriculum committee approval ___October 10, 2012__________

15. Faculty - Who will be assigned to teach this course? Communication and Theater Arts faculty
16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?

   __X__ No

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

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

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

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

19. Approvals:

   Seth Baumrin
   Chair, Proposer’s Department
### John Jay General Education College Option

#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>COM 1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Justice and Communication in Civic Life</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Communication and Theatre Arts</td>
</tr>
<tr>
<td>Discipline</td>
<td>Communications</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses) None</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Course Description</td>
<td>This First Year Seminar provides entering freshmen with the opportunity to learn how engaged citizens have used public speaking to influence the outcomes of a range of political and social issues. Students in this class will also learn to use traditional and contemporary methods when presenting their ideas or influencing decisions. Learning to organize ideas and to argue or defend positions is crucial to the relationship between democracy, justice, and public service. Students will do a number of oral presentations as well as written work.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended Attached</td>
</tr>
</tbody>
</table>

### Indicate the status of this course being nominated:

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

### John Jay College Option Location

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

- [X] Justice Core
- [ ] Learning from the Past
- [ ] Communication

- Justice & the Individual (100-level)
- [ ] Struggle for Justice & Inequality in U.S. (300-level)
- [ ] Justice in Global Perspective (300-level)

### Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

1. **Justice Core I Freshman Year Seminars: Justice and the Individual**

Justice Core First Year seminar courses are designed to support student’s academic success by helping them to
transition to the college environment and academic expectations; specifically:

Please explain how your course meets each of these 5 learning outcomes

Students will:

| Group/partner and class discussions of justice issues in local, national and global communities and application to student’s life [Weeks 1 - 7] | • Describe one’s own relationship to significant issues of justice |
| Study the speeches of others, both well-known public figures and students and citizens. Students are expected to listen closely to the speeches of classmates and will respond to those speeches, critically but constructively, and will learn to view speaking about key issues as part of a larger, on-going public dialogue. |  |
| Throughout the semester students will be asked to identify, discuss, research and present information and evidence-based opinion on justice-oriented issues of concern to them in their immediate, national and global communities. |  |
| Throughout the course assigned readings, consequent discussion informs the research assignment and furthers student knowledge and understanding of issues of justice particularly within their age group. |  |
| Student selected topics and presentation of research as informed citizens and advocates focused on the class theme of individual justice and civic engagement. |  |
| Scheduled library class to identify best sources for civic engagement topics and best practice in research for topics dealing with justice and citizen engagement [Weeks 3, 5, 7, 12-15]. Research projects require minimum 5-6 scholarly peer reviewed sources. | • Identify problems and propose solutions through evidence-based inquiry |
| Presentation of two research projects concerning issues such as (Gender equality, Voter rights history, Education Reform, Campaign Finance, National and International Environmental Policy, etc.) as an informed citizen and an advocate presenting workable plans –See Informative and Advocacy Research Projects [Weeks 3-7 & 10-15] |  |
| Conduct and discuss detailed Audience Analysis for two research projects to identify audience diversity. [Weeks 4-7, 10] | • Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds |
| Utilize analysis results to work with and craft presentation projects effective for the diverse target audience in a JJ classroom. Assess the outcome of their analysis through self-reflection and peer/group critique assignments. [Weeks 6-7] |  |
| Research Project Portfolios evidencing the development from topic selection through research to final written and oral presentation with (self and peer) reflection for both projects. | • Demonstrate effective planning and reflection to accomplish specific course outcomes |
| Peer review and discussion of partner draft outline |  |
| Identification of available John Jay academic and co-curricular resources to assist in transition from secondary school and the realization of academic and social goals. [Week 2-3] and Freshman Experience Report Assignment. | • Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth |
| Participation in and attendance at co-curricular activities (i.e. Town Hall Meetings, Debate team, on and off-campus speakers, FYE showcase) as well as conducting 2 graded on campus Speaker Observations to analyze and report to the class on their experience of the events. |
Justice and Communication in Civic Life  
COM 1xx FYS

Professor: Dara N. Byrne, PhD  
Semester: Spring 2013  
Course Code:  
Course Section: FYS  
Classroom:  
Class time: 10:30-1:30  
Professor's office: 8.64NB  
Office Hours: Thursdays 10:30-4:00p or by appointment  
Professor's phone and e-mail: (212) 237-8179; dbyrne@jjay.cuny.edu  

COURSE DESCRIPTION

This First Year Seminar provides entering freshmen with the opportunity to learn how engaged citizens have used public speaking to influence the outcomes of a range of political and social issues. Students in this class will also learn to use traditional and contemporary methods when presenting their ideas or influencing decisions. Learning to organize ideas and to argue or defend positions is crucial to the relationship between democracy, justice, and public service. Students will do a number of oral presentations as well as written work.

First Year Seminars (FYS)

First Year Seminars provide support in making your personal transition into the academic and social community at John Jay as effortless as possible. One of the many ways the FYS achieves this aim is to provide you with Peer Mentors.

Peer Mentors

A Peer Mentor is a fellow John Jay student who is here to help you acclimate to John Jay. Your Peer Mentor will serve as a personal and academic resource throughout the semester. Your Peer Mentor can be reached via phone or email to answer questions. Peer Mentors have great insider tips about John Jay. They are eager to share their knowledge gained from first-hand experience. Your peer mentor for this class is ______________, email _________@jjay.cuny.edu.

Course Learning Outcomes

At the end of this course you will be able to:

- Describe your relationship to significant issues and institutions of justice;
- Identify problems and propose solutions through evidence based inquiry;
- Assess the effectiveness of your role in collaborations with people of diverse backgrounds;
- Demonstrate effective planning and reflections to accomplish specific course outcomes; and
- Engage with co-curricular activities to develop academic goals and personal growth.
Course Prerequisites: None

REQUIRED READING:

The required textbook for this class is:


Readings on E-reserve


Readings Available Online


COURSE ASSIGNMENTS:

**Freshman Experience Report - Exploring Success at John Jay (10%)**

This introductory transition speech will both introduce you to your classmates as you share with them knowledge about you and your plan for succeeding at John Jay. After investigating campus resources, you will provide details to the class for one of the four following options:

1. John Jay as the beginning of the journey to your dream job,
2. Requirements of your prospective major including a brief departmental investigation,
3. Identify two organizations/clubs at JJ, explain why you might join and how they might expand your John Jay experience,
4. Outside challenges you will have to address to succeed at John Jay. Present your detailed solution for triumphing including available John Jay resources.

---

1 Note: detailed assignment sheets will be provided for the Freshman Experience Report, Informative and Advocacy Research Projects.
Informative and Advocacy Research Projects (50%)

Part 1  Written section (20%): The written component of your research projects should be proofread and submitted in a professional manner. The project is assigned in stages. Each stage builds on the previous one eventually developing into a portfolio of your work on the project. Each portfolio will include an audience analysis worksheet, library worksheet, draft outline, final preparation outline and speaking outline. All written work should be proofread, typed on 8.5 x 11 inch paper in 12 Times New Roman with 1 inch margins.

Part 2  Oral presentation (30%): Final Oral presentations of your research will be delivered extemporaneously (from a speaking outline).

Self and peer reflections (10%)
There will be five required reflections, 2 peer and 3 self-reflections. You will be asked to respond to questions concerning your own and a partner’s project presentation. Your response should critically assess whether there was a logical relationship of the ideas presented, soundness and relevance of evidence presented and if you were able to distinguish fact and opinion during the presentation. Each reflection should be an exercise in critical thinking, observation and writing.

Speaker Observation (10%)
During the preparation of the Informative and Advocacy Projects you will be expected to observe a speaker (on campus) who is either disseminating information or advocating for a cause. You will prepare a written summary of your observations, each one will be about 500 words and you will present them in class orally. This summary will critically analyze both the presenter content, delivery and your personal experience of the event.

Quizzes (4 =10%)
There will be four in-class quizzes. Quizzes will cover the assigned readings and lectures.

In-Class Participation (10%)
In general, missing more than 2 classes will significantly affect your class participation grade. Class participation includes actively participating in class including being adequately prepared. Your grade for class participation will be based on attendance and your prepared participation in the group process.

Assessment and Grading

<table>
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<tr>
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<tbody>
<tr>
<td>Freshman Experience Report</td>
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<tr>
<td>Out of class Speaker Observation</td>
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<tr>
<td>In-Class Participation</td>
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City University of New York Grade definitions

A, A-, B+    Excellent (87-100%)
B, B-, C+    Very Good (71-86%)
C, C-, D+    Satisfactory (57-70%)
D, D-        Poor (Passing, but too many “Ds” can lead to dismissal)(40-56%)
F           Failure (not erased when course is retaken and passed)(below 40%)
WU          Withdrew Unofficially

COURSE POLICIES:

Attendance/Punctuality/Participation
Regular attendance for this course is expected. All students are also expected to be in class and in their seats at the beginning of each class period. Excused absences such as those due to personal emergencies
(severe personal or family illness, personal or family tragedies, work-related emergencies) must be documented within a week of the absence and must clearly state that the emergency required that the student miss the course on the date and at the time of the absence. If it appears that vacation or other personal plans may conflict with an exam, please make necessary adjustment plans now; leaving early for break is not grounds for making up work. Students will be graded on class participation therefore regular attendance is a fundamental component of this course. The text will be used as a supplement; therefore, poor class attendance can severely affect your grade.

Classroom Conduct
Students and the course instructor share responsibility for maintaining an appropriate, orderly, learning environment. Students who fail to adhere to the behavioral expectations outlined by the instructor may be subject to discipline in accordance with the procedures described in the Student Handbook.

Plagiarism
ALL TYPED ASSIGNMENTS ARE SUBMITTED TO TURNITIN.COM TO DETECT PLAGIARIZED CONTENT BEFORE THE INSTRUCTOR READS OR GRADES THE ASSIGNMENT.

You plagiarize when you steal or use someone’s presentation as your own. In addition to being dishonest, plagiarism is unfair to your peers who spend hours preparing original presentations. If you are found guilty of plagiarism you will receive an F in the course. You may even be dismissed from the University with a notation of the offense on your transcript. If you are in doubt about the legitimate use of sources for your presentations, check with the instructor. As a guiding principle, give credit for ideas or materials that you use from other sources, including visuals used in PowerPoint presentations.

Cell Phones
Please respect your classmates and professor and turn off cell phones during class.

Presentation Days
All students are expected to present on their assigned presentation day. Any student who fails to deliver a presentation on the assigned day will receive no credit for the presentation assignment.

In-Class Exercise/Presentation Day Attendance
In-class exercises and presentation day attendance cannot be made up outside of class or at a later date for credit. There is no exception. If you are absent (excused or unexcused) on a required presentation day or miss an in-class exercise, the instructor recommends completing the optional extra credit assignment to replace missed points.

The Writing Center: The Writing Center, located in room 1.33NB, 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.

Incompletes
An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

Withdrawal Procedure
Ceasing to attend class or verbal notice thereof by you does not constitute official withdrawal.

Special Needs Students
If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical
accommodations please contact The Office of Services for Students with Disabilities (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
</table>
| Week 1 2/1 | *Introduction and Overview of Coursework: What does Civic Engagement Mean and Why Does it Matter?*  
Discuss Plato’s views on oratory (excerpts on handouts); Lucas, 1 and 2  
TED Talk: Simon Sinek “How Great Leaders Inspire Action”  
Discuss Freshman Experience Speech | Assigned Reading: Lucas – Chapter 1 & 2  
Theodore Roosevelt – Duties of American Citizenship  
http://www.sojust.net/speeches/theodore_roosevelt_duties.html  
Franklin D. Roosevelt – The Four Freedoms  
http://www.sojust.net/speeches/fdr_four_freedoms.html  
Assigned Homework: Giving Your First Speech; prepare Personal Experience Speech due 2/8 |
| Week 2 2/8 | *Justice and the Individual: Why Leaders Speak To Affect Change*  
Discuss The Roosevelts and Plato  
*Audience Responsibilities: The Ethics of Listening*  
Discuss Lucas, 3 and 4  
FRESHMAN EXPERIENCE SPEECHES | Assigned Reading: Lucas 3 & 4 (please ensure you have read chapters 1-4 & 14 BY class 2/15)  
Susan B. Anthony – On Women’s Right to Vote  
http://www.sojust.net/speeches/susan_anthony.html  
Shirley Chisholm – Equal Rights for Women  
http://www.sojust.net/speeches/shirley_chisholm_women.html  
Assigned Homework: Self-evaluation of performance due by 8am 2/15 via email from your JJAY account ONLY |
| Week 3 2/15 | *Justice and the College Campus: What Issues Matter to College Students Today?*  
**Quiz 1 Chapters 1 - 4**  
Discuss Anthony, Chisholm and Lucas 14, 6, 7  
TED Talk: Jonathan Haidt “How Common Threats Make Common Political Ground”  
http://www.ted.com/talks/jonathan_haidt_how_common_threats_make_common_political_ground.html  
DUE: Freshman Experience Evaluation 8am via email | Assigned Reading: Goldfinger – A Campus Space for Civic Engagement; Lucas - Chapters 14, 6, 7  
Assigned Homework: Select 3 topics appropriate for an informative speech each with a specific purpose and central idea due by email 2/20 (Wednesday). |
<table>
<thead>
<tr>
<th>Week 4</th>
<th>2/22</th>
</tr>
</thead>
</table>
| **Civic Voices and Public Responsibilities: From Classic Concepts to Contemporary Practice**  
CIRCLE Lecture: Peter Levine “What do Students Gain from Civic Engagement” (excerpt)  
https://www.youtube.com/watch?v=YHtaL_SoVV0&noredirect=1  
Discuss Goldfinger and Levine  
Discuss Lucas, 5 & 8  
S/P & C/I exercises  
**LIBRARY CLASS**  
*Researching and Supporting your ideas*  
Discuss Chapters 6 & 7  
Online Research: Using John Jay’s Resources | **Assigned Reading:** Levine – Civic Engagement of Young Immigrants; Lucas 5 & 8  
**Assigned Homework:** Revise your informative speech topic. Resubmit your specific purpose, central idea, and main points by email 2/28 (Wednesday)  
**Complete Research Worksheets. Due 3/1 in class**  
**Assigned Homework:** Analysis of an approved on campus lecture/presentation must be submitted by 4/5 along with proof of attendance. |

<table>
<thead>
<tr>
<th>Week 5</th>
<th>3/1</th>
</tr>
</thead>
</table>
| **Reaching and Influencing Your Audience:**  
**Quiz 2 Chapters 5-8**  
Discuss Levine and Lucas 9 & 5  
TED Talk: Paul Awuah “On Educating Leaders”  
http://www.ted.com/talks/patrick_awuah_on_educating_leaders.html  
**Organizing Your Ideas: Beginning, Middle and Ending**  
Discuss Lucas 10  
Review of Draft Introductions | **Assigned Reading:** Lucas 9 & 10;  
**Assigned Homework:** Bring audience survey to class for 3/8  
**Assigned Viewing:**  
TED Talk: James Hansen “Why I Must Speak Out About Climate Change”  
http://www.ted.com/talks/james_hansen_why_i_must_speak_out_about_climate_change.html |

<table>
<thead>
<tr>
<th>Week 6</th>
<th>3/8</th>
</tr>
</thead>
</table>
| **Organizing Big Ideas**  
Discuss Hansen and Lucas 9 & 10  
TED Talk: Dave Meslin The Antidote to Apathy  
Peer Review  
Informative speech samples for in-class analysis | **Assigned Viewing:**  
TED Talk: Clay Shirky “How Social Media Can Make History”  
http://www.ted.com/talks/clay_shirky_how_cellphones_twitter_facebook_can_make_history.html  
Review Lucas 11 & 12  
**Assigned Homework:** Visit the Writing Center; Develop the First Draft and bring 2 copies to class 3/11; Consult Freshman Librarian by 3/15. Proof of Writing Center and Library Workshop attendance is needed to receive credit.  
**Assigned Homework:** Develop First Draft and bring 2 copies to class 3/15 with signatures |
<table>
<thead>
<tr>
<th>Week 7</th>
<th>3/15</th>
<th><strong>Affective Language</strong></th>
<th>Assigned Reading: Lucas 13</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>Discuss Shirky, Social Media and Lucas 11 &amp; 12</td>
<td>Assigned Homework: Final Preparation and Speaking outlines for Informative Speech due 3/22 in class</td>
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<tr>
<td></td>
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<td>TED Talk: Elizabeth Lesser Take the Other to Lunch</td>
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<td><strong>Peer Critique and Assessment</strong></td>
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<td>In-class Review of Draft Outlines</td>
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<tr>
<th>Week 8</th>
<th>3/22</th>
<th><strong>INFORMATIVE SPEECH</strong></th>
<th>Assigned Homework: Informative Speech Self-Evaluation; Informative Speech Peer Critique due 4/5 (in class)</th>
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<tr>
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<td>Assigned Reading: Lucas 15 &amp; 16; excerpts from Aristotle’s Rhetoric (handout)</td>
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<td>Review Chapters 5, 6, 7, 8</td>
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<tr>
<th>Week 9</th>
<th>3/29</th>
<th><strong>INFORMATIVE SPEECH</strong></th>
<th>Assigned Homework: Write a topic proposal due 4/3 (Wednesday)</th>
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<thead>
<tr>
<th>Week 10</th>
<th>4/5</th>
<th><strong>From Aristotle to Obama: A Historical Overview of Public Persuasion</strong></th>
<th>Assigned Reading: Flanagan – Youth Civic Engagement in Practice</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Quiz 3 Chapters 9, 10, 15, 16</strong></td>
<td>Review Lucas 11, 12, 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss Aristotle and Chapter 15</td>
<td>Assigned Homework: Revise topic proposal to include preliminary research; and draft introduction. All due 4/10 (Wednesday)</td>
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<td>Harvard Lecture: Michael Sandel “The Lost Art of Democratic Debate” (excerpt)</td>
<td>Assigned viewing:</td>
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<td></td>
<td>Discuss Chapter 16</td>
<td><a href="http://www.ted.com/playlists/15/the_pursuit_of_justice.html">http://www.ted.com/playlists/15/the_pursuit_of_justice.html</a></td>
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<td>Presidential Address: Barack Obama “The Healthcare Speech”</td>
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<td><a href="http://www.time.com/time/video/player/0,32068,3833399001_1921453,00.html">http://www.time.com/time/video/player/0,32068,3833399001_1921453,00.html</a></td>
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<thead>
<tr>
<th>Week 11</th>
<th>4/12</th>
<th><strong>Traditional and Contemporary Methods of Persuasion</strong></th>
<th>Assigned Reading: Malcolm X “Ballot or Bullet”</th>
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</thead>
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<tr>
<td></td>
<td></td>
<td><strong>Quiz 4 (Monroe’s Motivated Sequence)</strong></td>
<td><a href="http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html">http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html</a></td>
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<td></td>
<td></td>
<td>Discuss Flanagan, Shebab, and Chapters 15 &amp; 16</td>
<td>Assigned Homework: Develop the First Draft and bring 2 copies to class 4/19.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying the Best Method for Your Speech</td>
<td>Complete the Baruch Web Tutorial; Final Portfolio for</td>
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<td></td>
<td>Supporting Materials for Persuasive Speeches</td>
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<td>Draft of Introductions</td>
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<td>Discuss Chapters 11 &amp; 12</td>
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<tr>
<td>Week 12</td>
<td>4/19</td>
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</tbody>
</table>
| **TED Talk:** Sunitha Krishnan “The Fight Against Sex Slavery”
http://www.ted.com/talks/sunitha_krishnan_tedindia.html | **Advocacy Speech due 5/1 in class.** |
| **Delivery and Using Language More Effectively**
In class review of draft Persuasive Speeches
Bring 2 copies to class
Discuss Malcolm X, John Kerry and Counter Discourses
TED Talk: Bryan Stevenson –We Need to Talk About an Injustice
http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice.html
**Tips for Delivering Effective PowerPoint Presentations**
Discuss Chapter 13 & Baruch Web Tutorial | Assigned Reading: John Kerry
http://www.sojust.net/speeches/john_kerry_vietnam.html
Assigned Homework: Analysis of an approved on campus lecture/presentation must be submitted by 5/10 along with proof of attendance.
Assigned viewing: TED Talk: Karen Tse “How to Stop Torture”
http://www.ted.com/talks/karen_tse_how_to_stop_torture.html |

<table>
<thead>
<tr>
<th>Week 13</th>
<th>4/26</th>
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</thead>
<tbody>
<tr>
<td><strong>NO CLASSES: Spring Break</strong></td>
<td>Assigned Reading: Please review as needed in preparation for the final exam.</td>
</tr>
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</table>

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<tr>
<th>Week 14</th>
<th>5/3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVOCACY SPEECHES</strong></td>
<td>Assigned Homework: Persuasive Speech Self-Evaluation; Persuasive Speech Peer Critique</td>
</tr>
</tbody>
</table>

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<tr>
<th>Week 15</th>
<th>5/10</th>
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<tr>
<td><strong>ADVOCACY SPEECHES</strong></td>
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<table>
<thead>
<tr>
<th>Week 16</th>
<th>5/17</th>
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<tr>
<td><strong>FINAL EXAM REVIEW</strong></td>
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</tbody>
</table>
John Jay College of Criminal Justice
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted ___Sept. 19 2012_________________

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

1. a. Department(s) or program(s) proposing this course__Interdisciplinary Studies______________________
   
   b. Name and contact information of proposer(s)____Sondra Leftoff___________________________
      Email address(es)____sleftoff@jjay.cuny.edu________________________
      Phone number(s)_____212-237-8452________________________________

2. a. Title of the course__Remembering and Forgetting in Public and Private___________________________________________________
   
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS)
      ___Remember/Forget_____________________________________

   c. Level of this course  ____100 Level  _x__200 Level  ____300 Level  ____400 Level

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

   The reading assignments are challenging and the writing assignments require analytical skills beyond introductory work. Students need to analyze and interpret complex texts and primary source research materials and apply this to the core concepts of the course. This level of analysis and synthesis requires skills acquired in preceding introductory level courses.

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

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)
This course satisfies the College Core requirement of Learning from the Past. It addresses concepts of public and private history and memory through an examination of the ways that representations of group and national trauma or dislocation have been forgotten, repressed,
and/or memorialized. This is an area of growing significance in history, psychology and anthropology. As societies attempt to lay claim to their pasts through public representation, they now face the consequences of silenced histories as well. This course enables students to consider the relevance of history in a contemporary context and in the context of their own lives.

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 examines the ways in which painful or difficult histories in the U.S. have been represented in national discourse and public memorials; how and why such histories have sometimes been erased, “forgotten,” or silenced; and the means by which these histories may then be recalled to public memory. The course also explores the social and cultural effects of both forgetting and remembering.

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

   ENG 101

6. **Number of:**

   a. Class hours  ____3_
   b. Lab hours  ______
   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): Fall 2009
   b. Teacher(s): Leftoff, Balis
   c. Enrollment(s): 40
   d. Prerequisites(s): ENG 101

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:

   1. Demonstrate knowledge of the ways in which social and political factors construct historical memory and influence the nature of recall through oral and written assignments.
2. Analyze the significance of major historical developments such as the Civil War, immigration to the U.S., and the World Trade Center bombing in terms of how these events are remembered, forgotten, and memorialized.

3. Differentiate multiple perspectives on remembering—or forgetting—historical events using social science, humanities and popular culture resources.

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

  _____ No       ____x__ Yes

If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific) ISP Theme B; Gen Ed College Options

10. Will this course be part of JJ’s general education program? (remember to complete the CUNY Common Core Form if part of Required or Flexible Core)

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

John Jay College Option: Learning from the Past

Please explain why and how this course fits into the selected area:

This course is concerned with how we remember—and thus learn from—the past. It examines the factors that may lead to the repression, “erasure,” or forgetting of traumatic or painful historical events and experiences and the ways that those memories may be reclaimed and memorialized.

11. How will you assess student learning?

Assessment in all ISP courses is both formative and summative. During the semester, instructors in team-taught courses meet weekly to evaluate student responses to in-class activities and performance on written assignments (including the norming of student papers). At the end of the semester summative assessment is accomplished through mapping student performance on the ISP assessment rubric, which specifies criteria such as: formulating a thesis sentence, using relevant evidence from reading readings to support an argument, engaging in class discussion and other class activities and making and defending oral arguments.

The assessment criteria for this course include student’s ability to:

- Demonstrate mastery of multidisciplinary concepts and analytic tools, including understanding memory and postmemory, historical memory, historical perspective and transgenerational trauma.
- Demonstrate understanding of significant 19th and 20th century historical events such as the Civil War, immigration, and racial injustice.
- Draw on readings and class discussions to differentiate multiple perspectives on the appropriate ways to describe and remember significant historical events.
12. Did you meet with a librarian to discuss **library resources** for the course?

   No ____  Yes__x__  If yes, please state the librarian’s name____Kathleen Collins__________

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

   Yes__x____  No________

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

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

13. 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

14. Date of **Department curriculum committee** approval ___Sept. 2012____________

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

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

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

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

   _x__Not applicable
   _____No

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
Yes. If yes, give a short summary of the consultation process and results.

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

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

19. Approvals:

Amy S. Green
Chair, Proposer’s Department
### John Jay General Education College Option  
**Course Submission Form**

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ISP 2xx</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Remembering and Forgetting in Public and Private</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Interdisciplinary Studies Program</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Multiple disciplines/Interdisciplinary</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>ENG 101</td>
</tr>
<tr>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</td>
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<tr>
<td><strong>Co-requisites</strong></td>
<td>None</td>
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</table>

**Course Description**  
This course examines the ways in which painful or difficult histories in the U.S. have been represented in national discourse and public memorials; how and why such histories have sometimes been erased, “forgotten,” or silenced; and the means by which these histories may then be recalled to public memory. The course also explores the social and cultural effects of both forgetting and remembering.

**Sample Syllabus**  
Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

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

**John Jay College Option Location**

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

- [ ] Justice Core
  - [ ] Justice & the Individual (100-level)
  - [ ] Struggle for Justice & Inequality in U.S. (300-level)
  - [ ] Justice in Global Perspective (300-level)
  - [x] Learning from the Past
- [ ] Communication

**Learning Outcomes**

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

1. **Learning from the Past** - Please explain how your course meets these learning outcomes
<table>
<thead>
<tr>
<th>Students will:</th>
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<tbody>
<tr>
<td>Orally and in writing, demonstrate knowledge of the ways in which social factors construct historical memory and influence the nature and forms of historical recall. Students will, for example, conduct research on Indian Boarding Schools and write a paper analyzing the ways that the story (and thus, the memory) of that experience was suppressed (week 7).</td>
<td>• Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences</td>
</tr>
<tr>
<td>Orally and in writing, students will demonstrate understanding of 19th and 20th century traumatic events (the Civil War, the legacy of slavery and Jim Crow, immigration) and will discuss and write about how memory of these events has been shaped, suppressed, and/or preserved. In Week 10, for example, they will survey, classify, and analyze NYC Civil War memorials. In class discussions, they will also debate the appropriateness of various types of monuments to national trauma, including the 9/11 site and Civil War monuments and graves.</td>
<td>• Analyze the significance of major developments in U.S. and World History.</td>
</tr>
<tr>
<td>Students will read, discuss and compare and contrast perspectives on remembering as an individual event and societal phenomenon. In week 11, for example, they will contrast Faderman’s analysis of the Hmong immigrant experience with the monumental sculpture “The Immigrants” in Battery Park.</td>
<td>• Differentiate multiple perspectives on the same subject</td>
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</tbody>
</table>

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
City University of New York
899 10th Ave.
New York, NY., 10019

Course Title and Section: **Remembering and Forgetting in Public and Private ISP 2xx**

Professors' names and office locations:
Prof. Sondra Leftoff, Interdisciplinary Studies Program,
Prof. Andrea Balis, Interdisciplinary Studies Program

Contact Hours:
Prof. S. Letoff, sleftoff@jjay.cuny.edu 212-237-8452; M,W, 2 – 3
Prof. A. Balis abalis@jjay.cuny.edu, M, W 2 - 3

**Course Description:** This course examines the ways in which painful or difficult histories in the U.S. have been represented in national discourse and public memorials; how and why such histories have sometimes been erased, “forgotten,” or silenced; and the means by which these histories may then be recalled to public memory. The course also explores the social and cultural effects of both forgetting and remembering.

**Learning Outcomes**
Students will:

1. Demonstrate knowledge of the ways in which social and political factors construct historical memory and influence the nature of recall through oral and written assignments.
2. Analyze the significance of major historical developments such as the Civil War, immigration to the U.S., and the World Trade Center bombing in terms of how these events are remembered, forgotten, and memorialized.
3. Differentiate multiple perspectives on remembering—and/or forgetting—historical events using social science, humanities and popular culture resources.

**Course pre-requisites:** ENG 101

**Requirements/Your course policies**

**Attendance and Lateness:**
- 3 absences equals a final course grade of ‘F’ – Please discuss extenuating circumstances with the instructor.
- 3 late arrivals equals 1 absence
  Over ½ hour late equals 1 absence

**Plagiarism:** Plagiarism is the presentation of somebody else’s ideas as your own; this includes material downloaded or otherwise gathered from the Internet. In all written work, you must clearly indicate (using quotation marks and citations) when you are quoting or paraphrasing. Plagiarism and cheating are extremely serious violations of academic behavior and will result in a final course grade of D-. If you are unsure of what constitutes plagiarism, please consult with your professors. See John Jay statement on plagiarism below.

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
Additional Course Requirements: Assigned readings are to be completed in advance of the class meeting when they are due. Class participation is crucial to your learning experience in ISP. We expect you to be a responsible participant in class discussions, group work and group projects. 

In-class norms:
1. No cell phones
2. No texting
3. Listen respectfully to other students and your teachers (this means no private discussions during class).
4. No eating in class.

Required Texts

To Purchase:

Readings on Blackboard:


Whitman, Walt. (1882). *Speciment Days*. (Excerpts.)


**Grading:** Grading is based on the quality of written and oral assignment, class participation and advanced preparation for class.

Grading will be determined as follows:

- Class participation and preparation: 20 points
- Essay 1: 5
- Essay 2: 5
- Essay 3: 15
- Essay 4: 10
- Essay 5: 10
- Essay 6: 5
- Final project: 20
- Final oral presentation: 10

**Course Calendar**

I. **Introduction: Talking about the Past**

Week 1 Introduction. The past as recollection: Family stories and national narratives

Week 2 Narrating the Past: Telling and Listening to Oral History


**Assignment 1. Oral history.** Ask an older person—a member of your family, a neighbor, a teacher—to tell a story about their situation at a significant historical moment or their role in a historically significant movement. (Examples: protesting or participating in the Viet Nam War; immigrating to the U.S. from another country or migrating from another part of the U.S.; serving in the armed forces during a military conflict; experiencing and reacting to a national trauma such as the assassination of Pres. Kennedy or Martin Luther King.) In a two-page essay, recount with detailed description the story you have been told. Conclude by reflecting on what you have learned from this story.
II. Silencing the Past. Case Study: Native Americans and American History


Week 4 Silence and Voice in National Histories: Native Americans as historians


Week 5: Reclaiming one’s story: Dine traditional narratives as history and Navajo uses of the past


**Assignment 2 due:** Conduct internet research on “Indian” boarding schools. Find and read at least 3 sources. Write a 2-page summary, based on your research, on the ways that the boarding school experience was silenced, “forgotten,” and/or suppressed. Be sure to include the web sources you consulted.

Week 6: Ways of reclaiming the story.


In class: View “Indian Country Diaries.” (Documentary on Indian Boarding Schools)

Week 7: Historical trauma and public silences


**Assignment 3 due:** Based on your research (see Assignment 2) and reading, how would you explain the silencing and then the reclamation of the Indian Boarding School experience? What are the two or three most significant factors that lead to silencing? What allows the silence to be broken? (4-5 pages)

III. Memorializing and Remembering

Week 8. The Need to Remember

Week 9. Learning from the Nation’s Past. Case Study: The Civil War

Week 10. Remembering the Civil War
Whitman, Walt. Excerpts from Specimen Days.[Blackboard]
Assignment 4 due: On the NYC Parks Department website you will find photographs of the many Civil War monuments and memorials in the city. Study these images carefully and try to classify them. What are they saying to us? What is their purpose? Are they primarily celebrations of victory or laments of loss? Write a 3-page Guide to NY City’s Civil War monuments in which you categorize them in terms of function and message.

Week 11. Case Study: The Immigrant Experience: Dislocation and Memory
Examine the monumental sculpture “The Immigrants” –either online or, if possible, at its Battery Park site.
Assignment 5 Due: Write a two-page argumentative response to “The Immigrants” in light of the of Faderman article. Does this monument reflect the issues and concerns that Faderman discusses?

Week 12. Case Study: Never Forgetting Racism
2. Selected poems by African American poets (Blackboard)

Week 13. Case Study: Memorializing National Trauma and Triumph
Field Trip to WTC memorial site
Assignment 6 due: Write a 3-page response to our visit to the WTC Memorial. What is the memorial telling us to remember? What emotions does it aim to evoke about the U.S.?

Week 14. Imagining a Monument: Final Project Presentations
We have been reading, talking and writing about how to remember and memorialize traumas of the past. As we have seen from our readings and discussions, the effort to “remember and learn from the past of others” is layered, complicated and filled with contradictions. Your final assignment is to imagine a public memorial to an event, person, or group from the past. Your paper will be a 5-8 page letter to your state or U.S. Senator requesting funding for the creation of your project. In your letter, you will explain what the memorial commemorates, why the commemoration is significant, how the memorial will convey meaning, and what you want the public to learn from it. You will also make a 15-minute oral presentation to the senate (i.e. the class) explaining and arguing for the value of your project. Your classmates/senators will be given time to ask questions and challenge your proposal. Your letter to the Senator must incorporate themes and/or issues raised in the literature we have read during the semester. Refer specifically to at least 4 of the assigned readings from the course in your discussion.

Week 15. Oral Project Presentations and Conclusion

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
Which projects teach the most about the past? Students will come to class prepared to choose the most significant or meritorious among the student presentations and to defend their choice. We will then compose a group letter to one or more politicians urging the construction of the winning memorial.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted______8/26/12________________

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

1. a. **Department(s) or program(s)** proposing this course: Interdisciplinary Studies
   b. **Name and contact information of proposer(s)** Sarah Friedland & Devin Harner
      Email: sarahema@gmail.com
      office: 06.65.28 NB
      Office hours- Thursday 2-3 pm, or by appointment
      Phone-NA

      E-mail:dharner@jjay.cuny.edu
      office: 06.65.28 NB
      Office hours- Thursday 2-3 pm, or by appointment
      Phone-NA

2. a. **Title of the course:** Ripped from the Headlines: Making Art from Current Events
   b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Art from News
   c. **Level** of this course: ___X_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 skills of summarizing, analyzing and evaluating the news as reported in various media. It does not presuppose any college-level knowledge or experience. The reading and writing assignments prepare students for 200-level course work.

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

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

   This course should be offered at John Jay College because it will develop students’ awareness of current events, news interpretation, and media literacy. These skills will be useful in any career path students may choose and in becoming responsible participants in society. The course will help students exercise their analytical and
creative skills, which is applicable to more advanced courses as well as to their later careers.

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

This course explores various ways of responding artistically to current events. Students in the course will follow the news; discuss their reactions to events both close to home and around the globe, and experiment with means of communicating their thoughts and feelings through artistic forms such as essays, music, video, graffiti, murals, photography, and performance.

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):

   None

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:**
   - Compare and analyze current events through writing comparative news analysis essays;
   - Express themselves through: writing; drawing; collage; photography; and performance;
   - Demonstrate self-awareness and critical distance through reflective essays and in class critiques;
   - Work collaboratively on creative projects;
• Examine, observe, and analyze current events as reported in different outlets and interpret them artistically for a variety of situations, cultural contexts, and target audiences in a diverse society;

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

    _No ___X__Yes

    If yes, indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
    General Education, College Option: Communication, ISP, Theme A

10. Will this course be part of **JJ’s general education program**? (remember to complete the CUNY Common Core Form if part of Required or Flexible Core)

    No Yes ___X__ If yes, please indicate the area: **College Option: Communications**

**Please explain why and how this course fits into the selected area:** This course fits into the “Communications” area because it focuses on analysis of news media and communicating responses to current events through the visual arts.

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

    Students will be assessed based on:
    • Observation, examination, and analysis of current events as reported in various news media. Student performance will be assessed through a series of comparative news analysis essays (due weeks 2, 3, 5, 8, 10); these essays will be evaluated using a rubric that measures students’ achievement in summarizing news stories and identifying significant differences and similarities between/among them.
    • Interpretation of current events artistically as evidenced in student projects due on weeks 4, 6, 7, 10, 11, 13, and 15. These projects will be assessed using a rubric that measures students’ achievement in creating a clear and persuasive interpretation of or statement about current events using an artistic medium.
    • Achievement in using a variety of artistic modes of expression, including photography and performance. This will be assessed using a rubric that measures clarity of purpose (i.e. conveying a “message”) in two-three different media.
    • Ability to work collaboratively will be assessed through the final Performance Project. Students’ achievement will be measured by the quality of their work as a group, including preparedness and coherence of the performance.
    • Demonstrate self-awareness about their analytical and creative work. This will be assessed on classroom critique days (weeks 4, 7, 11, and 15) as well as by the reflective essays that are due with each creative project. Self-awareness and critical distance will be measured by a rubric that includes achievement in stating a purpose, recognition of opposing views, and acknowledgment of any pre-conceptions and political predilections.

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
12. Did you meet with a librarian to discuss library resources for the course?  
   No_YesX___ If yes, please state the librarian’s name: Kathleen Collins

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

Yes X No_______

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

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval ____8/24/12________________

15. Faculty - Who will be assigned to teach this course? Full-time and experienced and qualified part-time regular ISP faculty.

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

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

17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
   X Not applicable
   ____ No
   ____ Yes. If yes, give a short summary of the consultation process and results.

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

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
__X_No
___Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:
Amy S. Green, Chair
**John Jay General Education College Option**  
**Course Submission Form**

<table>
<thead>
<tr>
<th><strong>Course Prefix &amp; Number</strong></th>
<th>ISP 1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Ripped from the Headlines: Making Art from Current Events</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Interdisciplinary Studies Program</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Interdisciplinary Studies</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>NA</td>
</tr>
<tr>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</td>
<td></td>
</tr>
</tbody>
</table>

**Co-requisites**

<table>
<thead>
<tr>
<th><strong>Course Description</strong></th>
<th>This course explores various ways of responding artistically to current events. Students in the course will follow the news; discuss their reactions to events both close to home and around the globe, and experiment with means of communicating their thoughts and feelings through artistic forms such as essays, music, video, graffiti, murals, photography, and performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample Syllabus</strong></td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

**Indicate the status of this course being nominated:**

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

**John Jay College Option Location**

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

| **Justice Core**  |  
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| [ ] Justice & the Individual (100-level)  
[ ] Struggle for Justice & Inequality in U.S. (300-level)  
[ ] Justice in Global Perspective (300-level)  |  
| [ ] Learning from the Past  
[ ] Communication |

**Learning Outcomes**

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.
### I. Communications - Please explain how your course meets these learning outcomes

Students will:

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and analyze current events through writing comparative news analysis essays (due weeks 2, 3, 5, 8, 10). Express themselves through: writing; drawing; collage; photography; and performance in the following creative projects: The Satire Project (due week 4); Propaganda Project (due weeks 6 and 7); Photo Essay (due weeks 10 and 11); and the Performance Project (due weeks 13 and 15).</td>
<td>• Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</td>
</tr>
<tr>
<td>Demonstrate self-awareness and critical distance through reflective essays that are due with each creative project mentioned above and through classroom critiques held on weeks 4, 7, 11 and 15.</td>
<td>• Maintain self-awareness and critical distance</td>
</tr>
<tr>
<td>Work collaboratively towards the execution of the Performance Project (due weeks 13 and 15) and during classroom critiques.</td>
<td>• Work collaboratively</td>
</tr>
<tr>
<td>Examine, observe, and analyze current events as reported in different outlets and interpret them artistically for a variety of situations, cultural contexts, and target audiences in a diverse society through the completion of the creative projects mentioned above. [The Satire Project (due week 4), Propaganda Project (due weeks 6 and 7), Photo Essay (due weeks 10 and 11), Performance Project (due weeks 13 and 15)]</td>
<td>• Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society</td>
</tr>
</tbody>
</table>
Course title and section: Ripped from the Headlines: Making Art from Current Events

Professor's name: Professor Sarah Friedland, Interdisciplinary Studies Program,
06.65.28 NB
Office hours- Thursday 2-3 pm, or by appointment
Phone- NA
E-mail address- sfriedland@jjay.cuny.edu

Professor Devin Harner,
06.65.28 NB
Office hours- Thursday 2-3 pm, or by appointment
Phone-NA
E-mail address-dharner@jjay.cuny.edu

Course description: This course explores various ways of responding artistically to current events. Students in the course will follow the news; discuss their reactions to events both close to home and around the globe, and experiment with means of communicating their thoughts and feelings through artistic forms such as essays, music, video, graffiti, murals, photography, and performance.

Learning outcomes:

Students will:
- Compare and analyze current events through writing comparative news analysis essays;
- Express themselves through: writing; drawing; collage; photography; and performance;
- Demonstrate self-awareness and critical distance through reflective essays and in class critiques;
- Work collaboratively on creative projects;
• Examine, observe, and analyze current events as reported in different outlets and interpret them artistically for a variety of situations, cultural contexts, and target audiences in a diverse society;

Course pre-requisites or co-requisites: N/A

Requirements/course policies:
• Documenting your sources: When citing course texts or research materials, including: books; newspapers; magazines; internet sources; radio; TV; etc., please provide the proper parenthetical documentation in your paper and a full bibliographical list of works cited at the end of your paper. Please see hand out for clarification.
• Excessive lateness and/or absence (more than 2 absences in a double-period course) will affect your final grade. Students who miss 3 or more double-period classes will fail the course.
• Please turn off and put away all cell phones and other electronic devices when class begins and refrain from private conversations.
• Late work will be penalized.

Required Texts:

Class Bibliography: All texts are posted on Blackboard or can be found on the Internet

• Bear 71. National film Board of Canada, ND. http://bear71.nfb.ca/#/bear71
• Berger, John, Ways of Seeing. Penguin Books. (1973.) Chapter 1 (Blackboard)
• Bernays, Edward, Propaganda. Ig Publishing. (1925.) Intro, Chapter 1,4 (Blackboard)
• Clark, Toby, Art and Propaganda in the Twentieth Century. Henry N. Abrams Inc. (1997.) Chapter 3,5 (Blackboard)
• Galloway, Jordan, “Developers Will Still Open Arena This Fall, Controversy as Muse–Atlantic Yards-Inspired Art” BrooklynBased.com (January 10, 2012) (Blackboard)
• Goodman, Amy, "Dark Days": The Ultimate Underground Film” Indiewire.com
(AUGUST 30, 2000) (Blackboard)

- Hamil, Denis, “A whole new arena Brooklyn’s O’Malley curse begins to end in 60 days” Daily News (August 01, 2012) (Blackboard)
- Kesinger, Nathan “The Atlantic Yards, Photo Essays 1,2,3” http://kensinger.blogspot.com
- Levin, Sam, “Court Rules that Atlantic Yards Project Needs More Review” Village Voice (April 13, 2012) (Blackboard)
- Olmo, Santiago. "How to Speak from the Media?", La Promesa de la Política/The Promise of Politics, Edited by Fundación RAC, León, Spain. (ilust) pp. 9-29. (Blackboard)
- Out My Window. National Film Board of Canada, ND. http://interactive.nfb.ca/#/outmywindow
- Singer, Mark, “TC Doc Series: Marc Singer on Dark Days” TribecaFilm.com (February 16, 2010) (Blackboard)

Approved Sources for Weekly News Comparative Analysis: (Please ask for pre-approval of news sources not included on this list)

- News Papers: The New York Times; The Washington Post; Wall Street Journal; The Daily News; The Guardian; The Mail and Guardian; The Voice; the Metro; The Amsterdam News; El Diario
- Television: Good Morning America; NBC Nightly News; ABC World News; CBS Evening News, PBS News Hour; CNN; MSNBC; Fox News; New York 1; Democracy Now; Al Jezeera
- Radio: BBC world News; Glen Beck Show; The Rush Limbaugh Show; Brian Lehrer Show; WNYC Morning Edition; WBAI Evening News; Occupy Wall Street Radio
- Magazines: The New Yorker; Time; Newsweek; The New York Times Magazine; Harpers; The Nation; the Economist; Harpers; The Atlantic; the Christian Science Monitor; the Weekly Standard; The National Review
- Blogs: the Huffington Post; Drudge Report; the Politico; Salon; the Daily Beast; the National Review Online; Alternet; Al Jezeera

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
Grading:

- Comparative News Analysis Essays  ......(5 x 5pts) = 25
- Satire Project...............................................................10
- Propaganda Project......................................................10
- Photo Essay.................................................................10
- Performance Project.....................................................10
- Reading Pop Quizzes....................................................15
- Classroom Participation..............................................20

Total-..................................................................................100 points

Course calendar:

Introduction to Creativity and Current Events

Week 1: Introduce syllabus and comparative news analysis assignment. Discussion on handouts of current news stories and viewing of artistic works that react to the news

Laughing at Pain- Satire and the News

Week 2: Theme: Satire in Print


Assignment: First Comparative News Analysis Essay- Choose a story that was heavily reported on this week. In one page, compare and contrast the portrayal of that story in two different newspapers. Please choose from the list of news outlets included in the bibliography above.

Week 3: Theme: Satire in TV

Reading: “Jon Stewart and The Daily Show: I Thought You Were Going to Be Funny!” and “Stephen Colbert’s Parody of the Postmodern”

Assignment: Second Comparative News Analysis Essay- Choose a story that was heavily reported on this week. In one page, compare and contrast the portrayal of that story in two different television shows. Please choose from the list of news outlets included in the bibliography above.

Week 4: Theme: First Critique- how to offer constructive criticism

Reading: Against Interpretation, Ways of Seeing

Assignment: Satire Project, create your own satirical version of the news. Choose a story (it can be one of the stories you wrote about in your
first two News Reaction pieces) and satirize it. This project can take the form of a hand drawn or computer generated cartoon, or a written article. If you choose to create a written article, please use appropriate page lay out to emulate a newspaper. Along with your creative piece, please turn in a one-page reflection paper that explains your process from start to finish.

**Support! Support! Support!!- Is Propaganda Art?**

**Week 5:**
**Theme:** Introduction to and History of Propaganda  
**Reading:** Propaganda-intro and chapters 1 and 4  
**Assignment:** Third Comparative News Analysis Essay- Choose a story that was heavily reported on this week. In one page, compare and contrast the portrayal of that story in two different magazines. Please choose from the list of news outlets included in the bibliography above.

**Week 6:**  
**Theme:** Introduction to and History of Propaganda Cont.  
**Reading:** Art and Propaganda in the 20th Century – Chapter 3  
**Assignment:** Propaganda Project Part 1- Develop your argument- Choose a contemporary electoral campaign and research it in the news. Develop a one-page argument/point of view that could be used to persuade voters. This argument will later be turned into a poster.

**Week 7:**  
**Theme:** Propaganda Poster Critique  
**Reading:** Art and Propaganda in the 20th Century – and Chapter 5  
**Assignment:** Propaganda Project Part 2- Using graphic images that you create by drawing, photography, computer, or collage, create a poster that supports and advocates for your candidate. Along with your creative piece, please turn in a one-page reflection paper that explains your process from start to finish.

**Neighborhood Watch- visualizing your surroundings**

**Week 8:**  
**Theme:** Local news and the photo essay, Guest speaker Nathan Kensinger  
**Reading:** With Arena, Rapper Rewrites Celebrity Investors’ Playbook, A whole new arena- New York Times, Brooklyn's O'Malley curse begins to end in 60 days- Daily News, Court Rules that Atlantic Yards Project Needs More Review- Village Voice, Developers Will Still Open Arena This Fall, Controversy as Muse–Atlantic Yards-Inspired Art, The Atlantic Yards Parts 1 + 2 +3(photo essay)  
**Assignment:** Fourth Comparative News Analysis Essay- Choose a story that was heavily reported on this week. In one page, compare and contrast the portrayal of that story in two different radio shows. Please choose from the list of news outlets included in the bibliography above.

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
Week 9:

**Theme:** The other and the photo essay  
**Reading:** The Bang-Bang Club: Snapshots from a Hidden War excerpts  
**Assignment:** Neighborhood Watch Project Part 1- Turn in an idea for a photo essay derived from a local news event. Turn in one page that describes what your photo essay will depict.

Week 10:

**Theme:** Documentary film and the other, in class screening Dark Days  
**Reading:** TC Doc Series: Marc Singer on Dark Days, "Dark Days": The Ultimate Underground Film- Indie Wire  
**Assignment:** Fifth Comparative News Analysis Essay- Choose a story that was heavily reported on this week. In one page, compare and contrast the portrayal of that story in two different blogs. Please choose from the list of news outlets included in the bibliography above.

Week 11:

**Theme:** The interactive photo essay and Photo essay presentation and critique  
**Reading:** Interactive photo essay links- Out My Window, Land of Wolves, Beyond the Stoop, Bear 71  
**Assignment:** Turn in your complete photo essay. Photo essays can be turned in digitally, as a URL or on a CD/DVD, or in printed form. Along with your creative piece, please turn in a one-page reflection paper that explains your process from start to finish.

**Provoking the Public- Performance as Protest**

Week 12:

**Theme:** Performance and Comedy- In class viewing: The Yes Men  
**Reading:** The Yes Men: The True Story of the End of the World Trade Organization- Introduction

Week 13:

**Theme:** Performance and Free Speech  
**Reading:** Tania Bruguera- Tatlin’s Whisper, How to speak from the Media  
**Assignment:** Performance Project 1- Plan a spontaneous, public performance that reacts to a current event. The performance must be in public and the location must relate to the event being critiqued. The performance must be documented by photography or video and you will post the documentation on the Internet and try and make it go viral (YouTube/Facebook/etc.). The popularity of your documentation (how many hits you get) will factor into your final grade. These projects must be completed in groups and everyone must have a formative role. Fro this week, please turn in 2-pages/group describing the current event being interpreted, the performance idea and location, your viral plan, and your group roles.

Week 14:

**Theme:** Performance and War  
**Reading:** Wafaa Bilal- Shoot an Iraqi- excerpts

Week 15: In lieu of exam, class will meet to view final projects.  
**Assignment:** Performance Project 2- Please present in class and turn in the documentation of your performance and the viral outcome of your posting (Facebook/YouTube stats). One copy of the documentation must...
be turned in per group, in digital or hard copy form. Along with your creative piece each group member must turn in a separate two-page reflection paper that explains your process from start to finish.

**College wide policies for undergraduate courses** *(see the Undergraduate Bulletin, Chapter IV Academic Standards)*

A. **Incomplete Grade Policy**

B. **Extra Work During the Semester**

C. **Americans with Disabilities Act (ADA) Policies**

Sample syllabus statement: “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.”

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3.  
(http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

**Statement of the College Policy on Plagiarism**

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

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

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

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

**Plagiarism detection software** - the College subscribes to **Turnitin.com** and Blackboard has a similar module called **SafeAssign**. If you will be using any plagiarism detection software in your course, you must state it on the syllabus.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted________8/15/12___________

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

1. a. Department(s) or program(s) proposing this course_______ISP_________________
   
   b. Name and contact information of proposer(s)______Prof. Valerie Allen___________
      
      Email address(es)____vallen@jjay.cuny.edu_____________________
      Phone number(s)____________212 237 8594___________________

2. a. Title of the course ___________Truth and Creativity: How We Make Meaning____
   
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ______________Truth and Creativity_____________________
   
   c. Level of this course   ____100 Level  _X_200 Level   ____300 Level   ____400 Level

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

   The course requires a range of skills from the student: observational when engaging with instances of creative expression; analytical when reading theoretical texts about creative expression; practical when producing something creative; meta-cognitive when reflecting on the nature of creative expression from the experience of practically producing it. This is too demanding a range of skills for a 100-level course. It is ideal for a 200-level course, as it lays the groundwork for a more specialized engagement with creative expression at the 300-level.

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

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

   This is a General Education course that satisfies the "Creative Expression" requirement in the Pathways Flexible Core. The emphasis in this course on producing as well as reproducing knowledge is consonant with the Flexible Core’s commitment to identifying key concepts within the disciplines of arts and communications and to explaining how they are practically

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
constructed. Through a wide variety of texts in the humanities and social sciences, all of which demonstrate and/or analyze the creative process, students analyze how creative expression is produced and interpreted in different cultures. Students will explain and critique the shared assumptions that influence the visual and performative arts, fiction, personal narrative, and poetry. Students also gain practical knowledge of creative expression through their own class projects.

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 a wide variety of texts in the humanities and social sciences, all of which demonstrate and/or analyze the creative process. It invites students to analyze how creative expression is produced and interpreted in different cultures, and to gain practical knowledge of creative expression. Through their own class projects, students will see for themselves the kinds of choices creative people make and how meaning is made through their creations.

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

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?

   By the end of the course, students can expect to be able to:

   - Describe, analyze, and assess differing instances of creative expression.
   - Gather, describe, and evaluate a balanced range of theoretical perspectives on creative

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
expression collected from differing sources in the arts, humanities and social sciences.

- Produce well-reasoned written or oral arguments supported by evidence both from examples of creative expression and from theoretical analyses of them.
- Construct meaningful correlations between works of creative expression and their historical/cultural milieu; and between those works of creative expression and the contemporary world.
- Demonstrate practical knowledge of the skills involved in the creative process.

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

   _____ No  _X_ Yes

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

   Theme B in ISP

10. Will this course be part of JJ’s general education program? (remember to complete the CUNY Common Core Form if part of Required or Flexible Core)

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

   Required Core: English Composition _____  Quantitative _____  Natural/Life Sciences _____

   Flexible Core:

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

Please explain why and how this course fits into the selected area:

This course focuses on creative expression—examples of it, critiques of it, and practical knowledge of it. The aim is for students to learn through three main engagements with creative expression: by observing; by theorizing; by doing. The practical experience they gain is not in order to increase their creativity so much as it is to increase their understanding of creativity, which in turn enables their ability to evaluate creative expression critically.

11. How will you assess student learning?
Assessment in all ISP courses is both formative and summative. During the semester, instructors in team-taught courses meet weekly to evaluate student responses to in-class activities and performance on written assignments (including the norming of student papers) and adjustments are made as necessary. At the end of the semester summative assessment is accomplished through mapping students’ performance on the ISP assessment rubric, which specifies criteria such as: formulating a thesis sentence; using relevant evidence from readings to support an argument; engagement in class discussion and other activities; and making and defending an oral argument.

The assessment criteria for this course test for students’ ability to:

- Collaborate through group problem-solving tasks and take responsibility for class learning. Assessment may include but not be limited to: study groups; (online and in-class) discussion; formulation of thoughtful questions; peer response exercises.
- Observe and describe works of creative expression. Assessment may include but not be limited to: quizzes, response papers, and role-plays.
- Produce some work that demonstrates the processes of creative expression. Assessment may include but not be limited to: presentations, exhibitions, performances, and written submissions.
- Reflect on the processes of creative expression. Assessment may include but not be limited to: practical criticism of (one’s own and peers’) creative work; learning journals; class discussion; and response papers to assigned creative works.
- Explain and critique the underlying cultural assumptions that identify some creative acts as art and others not. Assessment may include but not be limited to: review of bibliographical work; summary/paraphrase of criticism/reviews; debates, case-studies, comparative analyses, essays, and oral/performative presentations.

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

   No _____ Yes__X__  If yes, please state the librarian’s name_____Kathleen Collins_

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

   Yes____X____ No______

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

   ➢ The library catalog, CUNY+ ___X__
   ➢ EBSCOhost Academic Search Complete __X___
   ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ___X__
   ➢ LexisNexis Universe _____
   ➢ Criminal Justice Abstracts ___
C6

➢ PsycINFO 
➢ Sociological Abstracts 
➢ JSTOR X 
➢ SCOPUS 
➢ Other (please name) 

13. 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

14. Date of Department curriculum committee approval __________July 31, 2012__________

15. Faculty - Who will be assigned to teach this course? __Full-time and experienced, qualified part-time regular ISP faculty______________

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

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

X X 

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

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

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

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

19. Approvals:

Amy S. Green
Chair, Proposer’s Department

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College, CUNY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>ISP 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Truth and Creativity: How We Make Meaning</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Interdisciplinary Studies Program</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
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<td>3</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>n/a</td>
</tr>
</tbody>
</table>
| Catalogue
    Description | The course introduces students to a wide variety of texts in the humanities and social sciences, all of which demonstrate and/or analyze the creative process. It invites students to analyze how creative expression is produced and interpreted in different cultures, and to gain practical knowledge of creative expression. Through their own class projects, students will see for themselves the kinds of choices creative people make and how meaning is made through their creations. |

Special Features (e.g., linked courses)

Sample Syllabus

Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

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

CUNY COMMON CORE Location

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

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

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
C. Creative Expression

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

<table>
<thead>
<tr>
<th><strong>Gather and describe a balanced range of theoretical perspectives on creative expression collected from differing sources in the arts, humanities and social sciences.</strong></th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is done throughout the sample syllabus and especially in Weeks 6-7 and 10-11, when students consider how writing (or lack of it) affects technologies of human communication and the relationship between truth and fiction. Goody and Watt explain how writing enables the concept of objectivity, thereby creating a fiction/truth opposition that raises problems for the “truth” of Rigoberta’s orally delivered reconstruction of events in Guatemala.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evaluate a balanced range of theoretical perspectives on creative expression collected from differing sources in the arts, humanities and social sciences.</strong></th>
<th>• Evaluate evidence and arguments critically or analytically.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is done throughout the sample syllabus and especially in Weeks 3 and 9, when (through essays and in-class exercises) students examine various texts (from social sciences and arts/humanities) that demonstrate the deep impact of writing on thought and creative expression. Aristotle’s canonical text explains the aesthetic differences between drama and epic. In the very different context of legal testimony, Trinch’s consideration direct and indirect speech used by victims of domestic violence reproduces many of aesthetic distinctions Aristotle draws.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Produce well-reasoned written or oral arguments supported by evidence from examples of creative expression.</strong></th>
<th>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is done throughout the sample syllabus and especially in Weeks 2-5, where students take a theme (writing) and track it through Homer’s poem and Plato’s philosophical dialogue, demonstrating both good observation skills and analytic ability to build an argument from the combined evidence of two texts.</td>
<td></td>
</tr>
</tbody>
</table>
Further opportunity for argumentation comes in Weeks 12 and 13 when students are asked not only to describe accurately two examples of creative expression (Borges’s short story and Nolan’s film) but also to evaluate them. A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

Describe, analyze, and assess differing instances of creative expression.

This is done in the sample syllabus especially in Weeks 2-5, and 12-13, where students read and respond to poetry, film, and prose. By engaging with these three different media, students can assess the difference both between cinematic and written representation and between verse and prose structure.

Construct meaningful correlations between works of creative expression and their historical/cultural milieu; and between those works of creative expression and the contemporary world.

This is done in the sample syllabus throughout the semester, but especially in the Ethnography Project (Weeks 10-14 and the Final), where students directly engage with the line between fact/fiction, reality/art, context/text, and the role that writing plays in fashioning and upholding those distinctions. Students also get some early practice in this skill in Week 2, when they learn about the historical context of Homer’s poem and the conditions under which the poem would be performed.

Demonstrate practical knowledge of the skills involved in the creative process.

This is done in the sample syllabus especially from Weeks 10-14 and in the Final, where students take responsibility for recording, drafting, and crafting a real life occasion into different literary forms. They also encounter a model for this in the assigned text for Weeks 10-11, which collates and edits the orally recollected experiences of a Guatemalan.
activist. A preparatory skill for this attentiveness to oral representation is offered in Week 8, where students learn sufficient basics of the IPA to enable them to represent different accents and assess the cultural value placed on them.

| Use appropriate technologies to conduct research and to communicate. |

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  

Effective: Summer 2012  

Model Syllabus Revision  

Syllabus Content:  

College name and address  
John Jay College, CUNY  

Course title and section (i.e. Syllabus for English 101-01)  
Truth and Creativity: How We Make Meaning ISP 2XX  

Professor's name  
Valerie Allen, English Dept  
Shonna Trinch, Anthropology Dept  

Office location  
Allen 7.63.04 NB; Trinch 9.63.15 NB  

Contact hours:  
Thurs 1.40-2.40 and by appointment  

Phone Allen 212 237-8594; Trinch 646 557-4403  

E-mail address vallen@jjay.cuny.edu; strinch@jjay.cuny.edu  

Course description  
The course introduces students to a wide variety of texts in the humanities and social sciences, all of which demonstrate and/or analyze the creative process. It invites students to analyze how creative expression is produced and interpreted in different cultures, and to gain practical knowledge of creative expression. Through their own class projects, students will see for themselves the kinds of choices creative people make and how meaning is made through their creations.  

In particular we study how people express themselves creatively through words in cultures when writing is in some way in question, whether because of censorship or because communication is essentially oral rather than literate. The technology of written communication (from papyrus to email) affects not only the forms creative expression assumes but also the shape of thought itself. During the semester we will read texts and...
stories that in various ways address the technologies of creative expression, and students will complete an ethnographic project that involves transferring oral exchange into script, and then creatively reshaping that script.

**Learning outcomes**

- Describe, analyze, and assess differing instances of creative expression.
- Gather, describe, and evaluate a balanced range of theoretical perspectives on creative expression collected from differing sources in the arts, humanities and social sciences.
- Produce well-reasoned written or oral arguments supported by evidence both from examples of creative expression and from theoretical analyses of them.
- Construct meaningful correlations between works of creative expression and their historical/cultural milieu; and between those works of creative expression and the contemporary world.
- Demonstrate practical knowledge of the skills involved in the creative process.

**Course pre-requisites**

Eng 101

**Requirements / Your course policies**

- Documenting your sources: When citing course texts or research materials, you may simply provide the author's last name and the page number inside parentheses: e.g. (Smith 14). Then, at the end of your paper, list full bibliographical information for the works you have cited. See the APA citation guide on the library website <http://www.lib.jjay.cuny.edu/research/apastyle_spring_2012.pdf>.
- Excessive lateness and/or absence (more than 2 absences in a double-period course) will negatively affect your final grade. Students who miss 3 or more double-period classes will fail the course.
- Please turn off and put away all cell phones when class begins. There is to be no eating in class.

**Required Texts and Materials [in order of reading]**


- Borges, Jorge Luis, “Funes the Memorious” [on Blackboard]

- Nolan, Christopher (dir.). *Memento* (2001). Can be rented or purchased on Amazon, or ordered through Netflix.

- A recording device, whether an old-style tape recorder or your Smartphone. Either will do as long as you can make either a tape of the conversation or an audio file.

**Grading**

**Diagnostic (0%)** The in-class diagnostic exercise carries a grade but is not technically computed in your final grade. It will, however, influence your final grade for the following reason. It is designed for early assessment of your writing and analytical abilities, identifying strengths and issues that need attention. It is expected that the subsequent assignments, which are graded, will demonstrate your effort to improve on those areas identified for further work.

**Essay I (20 %)** In Essay I, entitled “Dangerous Writing” and due in Week 5, you are asked to analyze the theme of writing (and its dangers) with reference to two texts from classical Greece: Homer’s *Iliad* and Plato’s dialogue *Phaedrus*, both of them works of “literature,” even though they exhibit important oral features. Your examination and analysis of the theme should derive directly from close observation and comparison of these two differing...
instances of creative expression. (see especially Learning Objectives, bullets one and three)

**Essay II (20 %)** In Essay II, entitled “Writing like you Think/Thinking like you Write” and due in Week 9, you are asked to gather, describe, and evaluate differing theoretical perspectives on the relationship between literacy and thought, and to consider how creative expression changes through the agency of writing (see especially Learning Objectives, bullets two, three, and four)

**Ethnography Project (40 %)** In the Ethnography Project, due in various stages from Weeks 12 through to the Final, you are asked to record a sequence of conversation between at least two people (advice sheets will be distributed as to how to make that selection), to transcribe it accurately without editing, to edit it into correct grammatical form, and then to render it into two of the following formats: A) a third-person prose description; B) a prose monologue from one character’s point of view; C) a dramatic script; D) a poem. The process of changing the medium of expression gives you insight into the choices one makes between creative expression and “objective” description. In the final meeting of class, you will present your thoughts on how meaning is creatively made. (see especially Learning Objectives, bullets four and five)

**Participation (20%)** An important part of your grade goes to your role in making every class every week a dynamic learning experience. This means you need to be punctual, attentive, to have prepared the assigned work, brought relevant texts/materials to class, to ask thoughtful questions, share your insights, and listen to others. Expect: daily group problem-solving tasks; daily in-class impromptu writing; 10 pop quizzes; and regular peer feedback to Essays I and II and to the Ethnography Project. Your participation affects all the Learning Objectives!

---

**Course calendar**

<table>
<thead>
<tr>
<th>Class</th>
<th>Discussion Topic/Class activity</th>
<th>Learning Objective</th>
<th>Reading and Writing Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>The Humanness of Language Writing</td>
<td>To formulate ways in which writing and script are considered technologies</td>
<td></td>
</tr>
</tbody>
</table>

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
<table>
<thead>
<tr>
<th>Week 2:</th>
<th><strong>Singing Epics</strong></th>
<th>To summarize the historical circumstances of the poem’s production</th>
<th>Read Homer, <em>Iliad</em>, books I-V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3:</td>
<td><strong>Rhythm and Memory</strong></td>
<td>To locate oral formulae in Homer’s poem To explain the aesthetics of the poem’s structure</td>
<td>Read Homer, <em>Iliad</em>, books VI-VIII/ Aristotle, <em>Poetics</em> (selections)</td>
</tr>
<tr>
<td>Week 4:</td>
<td><strong>The Dangers of Writing</strong> Essay peer review</td>
<td>To reproduce Socrates’s objections to writing To give directed feedback to peers on essay draft</td>
<td>Read Plato, <em>Phaedrus</em></td>
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<tr>
<td>Week 5:</td>
<td><strong>Dialectic</strong></td>
<td>To connect Socrates’s conversational method with logical method</td>
<td>Read Plato, <em>Phaedrus</em> Essay I due: “Dangerous Writing”</td>
</tr>
<tr>
<td>Week 6:</td>
<td><strong>Truth and Consequence</strong></td>
<td>To compare and contrast written and spoken communication</td>
<td>Read Jack Goody and Ian Watt, “Consequences of Literacy”</td>
</tr>
<tr>
<td>Week 7:</td>
<td><strong>The Literate Mind</strong></td>
<td>To connect written communication with a definition of truth</td>
<td>Read Jack Goody and Ian Watt, “Consequences of Literacy”</td>
</tr>
<tr>
<td>Week 8:</td>
<td><strong>The Law of Sound IPA/Accents</strong> Essay peer review</td>
<td>To reproduce basic IPA characters and transcribe speech into IPA To give directed feedback to peers on essay draft</td>
<td>Learn International Phonetic Alphabet</td>
</tr>
<tr>
<td>Week 9:</td>
<td><strong>Let’s Get Textual</strong></td>
<td>To differentiate literate speech from conversational writing</td>
<td>Read Shonna Trinch, “Disappearing Discourse” Essay II due: “Writing like you Think/Thinking like you Write”</td>
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<tr>
<td>Week 10:</td>
<td><strong>True Stories</strong></td>
<td>To arrange the</td>
<td>Read <em>I, Rigoberta</em></td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td>Task</td>
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<tr>
<td>11</td>
<td><em>Telling It Like It Was</em></td>
<td>To evaluate the “truth” content of Rigoberta’s testimony</td>
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<td></td>
<td></td>
<td><em>Read I, Rigoberta Menchu</em></td>
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<tr>
<td>12</td>
<td><em>Technologies of Storage &amp; Retrieval</em></td>
<td>To assess the role of memory and forgetting in knowledge</td>
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<td></td>
<td>peer review</td>
<td><em>Read Jorge Luis Borges, “Funes the Memorious” Ethnography Transcription due</em></td>
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<tr>
<td>13</td>
<td><em>Sequences: Left to Right, Cause and Effect</em></td>
<td>To rearrange sequences of events, signs and ideas in narrative, script, and logical explanations</td>
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<td></td>
<td></td>
<td><em>Watch Memento</em></td>
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<td>14</td>
<td><em>From Speech to Script to Art</em></td>
<td>To itemize the effects of different media on the same narrative content</td>
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<td></td>
<td>peer review</td>
<td>To give directed feedback to peers on ethnography revision</td>
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<td></td>
<td></td>
<td><em>Workshop: Ethnography Revisions</em></td>
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<tr>
<td>Final</td>
<td></td>
<td><em>Presentation on Ethnography Project due</em></td>
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</tr>
</tbody>
</table>

This course will follow all College policies for undergraduate courses as defined in the *Undergraduate Bulletin*, Chapter IV Academic Standards, including:

A. **Incomplete Grade Policy**

B. **Extra Work During the Semester**

**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, we must receive written verification of your eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is your responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to us.

**Statement of the College Policy on Plagiarism**

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

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

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

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

The College subscribes to the plagiarism-detection software Turnitin, to which you are required to submit your two essays (due Weeks 5 and 9). [https://turnitin.com/static/index.php](https://turnitin.com/static/index.php). Instructor: **Valerie Allen.** Class ID: *. Class title: **True Lies.** Course Password: *.
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 _ISP___________________
   
b. **Name** and contact information of proposer(s)_Prof. Amy S. Green_________________

   Email address(es) _agreen@jjay.cuny.edu___________
   
   Phone number(s)_212 237-8352_____________________________

2.  
a. **Title of the course** _MAKING WAVES: TROUBLEMAKERS, GADFLIES, AND WHISTLEBLOWERS IN THE STRUGGLE FOR JUSTICE IN AMERICA________________

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

   c. **Level** of this course _____100 Level _____200 Level _X___300 Level _____400 Level  

   Please provide a brief rationale for why the course is at the level:  
   This 300-level course carries a heavy reading and writing load that depends on students’ prior experience with a wide variety of genres, texts, and types of writing assignments. It also has two substantial research assignments and that require considerable information literacy and some degree of technological competence. Two in-class presentations also require advanced oral communication skills.

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

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

   This course fulfills the College’s gen ed requirement for a 300-level Justice Core course that addresses Struggles for Justice and Equality in the U.S. Most John Jay students become familiar with the legal institutions through which mainstream struggles for justice are waged and also with mass movements for justice (Civil Rights, women’s suffrage, etc.) This course adds to that...
understanding of how justice is achieved in America by looking at individuals who seek justice outside traditional channels, often at great personal and professional risk.

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 general education course in the Justice Core: Struggles for Justice and Equality in the USA area examines historical and contemporary examples of people who make waves — often at great personal risk — to achieve social, political, economic, and moral justice in America. Readings, films, and other depictions consider the motives, methods, and consequences to those who live in the United States, such as labor leaders, corporate whistleblowers, and political agitators, who stand up to powerful people and institutions to expose what they perceive as dangerous secrets and gross injustice.

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

   ENG 201

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?

   Through analysis of nonfiction and fictional accounts of individual struggles for justice in the U.S. by unconventional and often unwelcome means, students will:
   - Develop an understanding of the social, political, economic, and cultural contexts in which individuals might choose or be forced to take risky and unwelcome action in the struggle for justice in the U.S.
   - Analyze how individual, often dangerous, struggles for justice have shaped U.S. society and culture.
- Differentiate multiple perspectives on the same subject by comparing and contrasting accounts of the same actions or individuals in works created by authors and artists with divergent agendas and interpretations.

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

   _____ No     _____ X__ Yes

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

   This course will be part of two programs: the Interdisciplinary Studies Program and general education: College Option, Justice Core 300: Struggles for Justice and Equality in the U.S.

10. Will this course be part of JJ’s general education program? (remember to complete the CUNY Common Core Form if part of Required or Flexible Core)

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

    _____ X__ John Jay Option: Justice Core 300, Struggles for Justice and Equality in the U.S.

   Please explain why and how this course fits into the selected area:

11. How will you assess student learning?

   Assessment in all ISP courses is both formative and summative. During the semester, instructors in team-taught courses meet weekly to evaluate student responses to in-class activities and performance on written assignments (including the norming of student papers) and adjustments are made as necessary. At the end of the semester summative assessment is accomplished through mapping students’ performance on the ISP assessment rubric, which specifies criteria such as: formulating a thesis sentence; using relevant evidence from readings to support an argument; engagement in class discussion and other class activities; and making and defending an oral argument.

   The learning outcomes for this course will be assessed using rubrics for the following assignments:

   LO 1: Develop an understanding of the social, political, economic, and cultural contexts in which individuals might choose or be forced to take risky and unwelcome action in the struggle for justice in the U.S.
Students’ comprehension of these contexts will be assessed through two of the major assignments. In Assignment 1, students will participate in the construction of a collective wiki-encyclopedia of troublemakers, gadflies, and whistleblowers. In Assignment 3, students will select, research in detail, and analyze an example outside those on the syllabus. Both assignments will be evaluated for the accuracy of the descriptions and the sophistication of the analysis of how contextual factors influenced the agents of struggle.

LO 2: Analyze how individual, often dangerous, struggles for justice have shaped U.S. society and culture.

Throughout the course, students will assess the impact of risky, unconventional individual struggles for justice by comparing and contrasting the outcomes of the examples covered in the syllabus. In addition, students will conduct two original research projects through which they will demonstrate in-depth understanding of how these individual campaigns for justice shape the discourse around and solutions to the issues or problems at hand, and how the aggregate impact of individual actions impact the national culture of transparency and civic agency. In the midterm project, students will research and analyze an example outside the scope of the reading/viewing list; in the final project, students will research another problem and propose a hypothetical course of personal action to attract public attention and create change.

LO 3: Differentiate multiple perspectives on the same subject by comparing and contrasting accounts of the same actions or individuals in works created by authors and artists with divergent agendas and interpretations.

Students will select and analyze a fictional account (film, short story, novel, play, etc.) that depicts the same or a very similar situation to one of the examples we will read about in class. Written critiques and in-class presentations on the selected film will be evaluated in part on the accuracy and insight with which they compare and contrast the nonfiction and fictional accounts and what the different versions suggest about the individuals and issues depicted.

12. Did you meet with a librarian to discuss library resources for the course?
   
   No _____ Yes____X____ If yes, please state the librarian’s name__Kathleen Collins____

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

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

   ➢ The library catalog, CUNY+_x____
   ➢ EBSCOhost Academic Search Complete __x__
   ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ____

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
13. Syllabus – see attached

14. Date of Department curriculum committee approval ___8.16.12__________

15. Faculty - Who will be assigned to teach this course?
Professor Gerald Markowitz and Professor Amy S Green

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

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

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

___X__Not applicable
___No
___Yes. If yes, give a short summary of the consultation process and results.

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

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

19. Approvals:

Amy S. Green

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
### John Jay General Education College Option
### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ISP 3XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Troublemakers, Gadflies, and Whistleblowers in the Struggle for Justice in the USA</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Interdisciplinary Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary Studies</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Eng 101, 201, Justice Core 100</td>
</tr>
</tbody>
</table>

#### Prerequisites
- (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)

#### Co-requisites

#### Course Description
This general education course in the Justice Core: Struggles for Justice and Equality in the USA area examines historical and contemporary examples of people who make waves – often at great personal risk – to achieve social, political, economic, and moral justice in America. Readings, films, and other depictions consider the motives, methods, and consequences to those who live in the United States, such as labor leaders, corporate whistleblowers, and political agitators, who stand up to powerful people and institutions to expose what they perceive as dangerous secrets and gross injustice.

#### Sample Syllabus
Syllabus must be included with submission, 5 pages max recommended

#### Indicate the status of this course being nominated:
- [ ] current course
- [ ] revision of current course
- [X] a new course being proposed

### John Jay College Option Location

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

#### Justice Core
- [ ] Justice & the Individual (100-level)
- [X] Struggle for Justice & Inequality in U.S. (300-level)
- [ ] Justice in Global Perspective (300-level)

#### Learning from the Past
- [ ] Learning from the Past

#### Communication
- [ ] Communication

**Approved by UCASC, Feb 1, to College Council, Feb 14, 2013**
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

<table>
<thead>
<tr>
<th>I. Justice Core II: Struggle for Justice and Inequality in the U.S.</th>
<th>Please explain how your course meets these learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S.</td>
</tr>
<tr>
<td>Through historical and journalistic accounts, films, novels, and biography, students will develop a multifaceted understanding of the contexts that lead or force certain individuals to seek justice by extraordinary means. The course examines the choices and fates of individuals working to protect the public (Karen Silkwood, Ralph Nader), undermine political corruption (Deep Throat; Julian Assange); and fight for labor rights (Joe Hill, Cesar Chavez). In Assignment 3, students will research in detail and analyze an example outside those on the syllabus reading list.</td>
<td>• Analyze how struggles for justice have shaped U.S. society and culture</td>
</tr>
<tr>
<td>Students will compare and contrast struggles for justice outside conventional legal channels and institutions and assess their impact on the social, political, economic, and moral fabric of our culture. In Assignment 1, students will collaborate on an online encyclopedia of troublemakers, gadflies, and whistleblowers and their individual and collective impacts and consequences.</td>
<td>• Differentiate multiple perspectives on the same subject</td>
</tr>
<tr>
<td>Students will compare and contrast non-fiction and cinematic accounts of seven different instances in which individuals have fought for justice by taking personal and professional risks and making pains of themselves. In Assignment 2, students will analyze a selected film in writing and make an in-class presentation comparing the depiction of issues and events in the film to that in the non-fiction readings for that unit.</td>
<td></td>
</tr>
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Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
ISP 3XX: Making Waves: Troublemakers, Gadflies, and Whistleblowers in the Struggles for Justice in the U.S.

Professor Amy S. Green
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Professor Gerald Markowitz
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Course description
This general education course in the Justice Core: Struggles for Justice and Equality in the USA area examines historical and contemporary examples of people who make waves – often at great personal risk – to achieve social, political, economic, and moral justice in America. Readings, films, and other depictions consider the motives, methods, and consequences to those who live in the United States, such as labor leaders, corporate whistleblowers, and political agitators, who stand up to powerful people and institutions to expose what they perceive as dangerous secrets and gross injustice.

Learning outcomes
Through analysis of nonfiction and fictional accounts of individual struggles for justice in the U.S. by unconventional and often unwelcome means, students will:

1. Develop an understanding of the social, political, economic, and cultural contexts in which individuals might choose or be forced to take risky and unwelcome action in the struggle for justice in the U.S.
2. Analyze how individual, often dangerous, struggles for justice have shaped U.S. society and culture.
3. Differentiate multiple perspectives on the same subject by comparing and contrasting accounts of the same actions or individuals in works created by authors and artists with divergent agendas and interpretations.

**Course pre-requisites or co-requisites:** ENG 201

**Requirements / Your course policies**
- Specify your policies on acceptable methods of citation/documentation and formatting
- Policies on lateness, absence, classroom behavior, etc.

**Required Texts**

1. Six books are required. They are available in the John Jay Bookstore or through an online book seller. Used copies are fine. If you choose to order online, be sure you leave yourself enough time to read the book prior to the due date:


2. The following excerpts and online articles are also required. If no URL is provided, the reading is available on Blackboard:


3. These two additional titles are suggested but not required. They might come in handy as you work on your midterm and final projects.


Assignments
1. Weekly response papers and quizzes (20 % of final grade)
2. Wiki Encyclopedia (20% of final grade)

Over the course of the semester, we will build an online collaborative encyclopedia of American troublemakers, gadflies and whistleblowers. For each weekly reading, you will fill in the online data form that asks for the names, identities, motives, issues, tactics, and results of the example described. A team of editors will be assigned to draft and illustrate a single encyclopedia entry for each unit/example we cover during the term based on the data contributed by the whole class.

3. Film analysis and presentation (20% of final grade)

Sign up to watch and critique one of the films on the syllabus. Your in-class presentation (including no more than 5 minutes worth of clips from the movie) and written analysis (4-5 pages) are due on the day we cover that topic. Coordinate your presentation with whoever else has signed up to cover the same film:

Week 4: Silkwood
Week 5: The Insider
Week 9: Roger & Me
Week 10: All the President's Men
Week 12: All My Sons
Week 13: Norma Rae or Matewan
Week 14: Salt of the Earth

Your critique should consider how the following elements shape the version of the story...
depicted in the film:
  • casting and portrayal of the characters,
  • plot (which elements of the story are depicted and in what order),
  • visual impact (setting, color scheme, costume),
  • themes and message or moral of the story (e.g. Is it a complex portrait of complex
    characters and situations or an oversimplification, such as good vs. evil? What
    biases, prejudices, and preferences does it suggest on the part of the filmmakers?)
  • your assessment of how the film contributes to our understanding of the
    individuals and issues depicted. How does the film add to, detract from, or distort
    the historical record?

3. Midterm Research Project (20% of final grade)
Write an investigative report on an online gadfly or whistleblower. Your report should answer
the following questions:
  • Who is the author/webmaster? What’s their beef? What groups do they
    represent?
  • What do they want to achieve? What forms (blog, social media, YouTube, etc.),
    strategies and tactics do they use? Why do they operate outside traditional
    channels of communication or institutions of justice?
  • How accurate are their claims? What evidence can you find to support or
    contradict their claims? How reliable their sources?
  • What is the impact (real or potential, positive or negative) of their online
    communications?
  • How do you feel about their activities?

4. Final Research Project (20% of final grade)
What are you willing to stick your own neck out for? Select a contemporary or historical wrong
or injustice and design a plan of action to address it. Your plan must include:
  • Justification/background research on the issue and whatever has already been done to
    address it, both within and outside official channels
  • Your goals and objectives
  • Your strongest argument, based on the evidence from your research, for the claims and
    methods you would use, including why it is necessary to work outside established
    channels and institutions of justice.
  • Your analysis of the potential personal risks and consequences of your actions.
  • Feel free to borrow ideas from any of the examples we have covered in the course, but
    give credit, cite sources, and explain why when you do.

Grading
Grades will be based on the following formula:

  Weekly response papers, quizzes  20%
  Contributions to wiki encyclopedia  20%
Course policies

**ISP Resources:** The ISP faculty and staff are here to support your success. In case of problems (academic or personal) that may jeopardize your progress in this course,

1. Keep in touch with your professors. Contact information is at the top of the syllabus.
2. Contact ISP Counselor-Coordinator, Ms. Peralta-Rodriguez: 212 237-8304; bperalta-rodriguez@jjay.cuny.edu; Room 432T.
3. Contact ISP Administrator, Ms. Acuna: 212 237-8460; pacuna@jjay.cuny.edu, Room 432T.
4. Take advantage of the free ISP tutoring service. Our writing tutor is Elizabeth Balla, Schedule appointments by emailing isptutor@gmail.com; or visit the ISP Office in Room 432T.

**Attendance and Lateness:** ISP policy is:
- 3 absences (for whatever reason) equals a final course grade of ‘F’
- 3 lateness equals 1 absence; more than ½ hour late equals 1 absence.
- Students with a documented, ongoing serious health issue—which may affect their attendance—should speak with Professors Green and McClure and the program counselor.

Frequent lateness is disruptive to the class; students who are consistently late will be asked to withdraw.

**Reading and Assignment Policy:**
- **Readings must be read and brought to class on the assigned day.** Electronic readers, laptops, notebooks may be used ONLY for the day’s text(s). If students use their electronic devices for ANY non-course related purpose, we will suspend this policy and require everyone to bring in hard copy and put away all electronics.
- Written assignments must be typed, Times New Roman, 12 point, double spaced with 1” margins. Sources must be cited in all papers using APA, MLA, or another consistent style and format.
- Late papers will be penalized.
- Students are responsible for keeping an extra copy of all papers and retaining graded papers until the end of the term.

**Plagiarism Policy:** Students found to have plagiarized will receive a failing grade for the assignment and may receive an F for the course and/or be reported to the Dean of Students.

*John Jay College Policy:* “Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified.
Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the
ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.”

In-Class Behavior:
- Class time requires 100% of your attention
- No eating; covered drinks only
- Please keep distractions and interruptions to a minimum. Arrive on time. Wait for break time to leave the room for any reason if at all possible. If you do need to leave or return, please wait for an appropriate pause, open and close the door gently, and take the first available seat nearest the door.

All college-wide policies for undergraduate courses as described in the Undergraduate Bulletin apply (see Chapter IV Academic Standards)

A. Incomplete Grade Policy
B. Extra Work During the Semester
C. 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.” [Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf) ]

Course calendar

Part 1: Why stick your neck out? The motivations, consequences, dangers, and rewards of speaking out

Week 1: Introduction:
- Gadflies in Greek mythology
- www.breitbart.com/

Week 2: Plato’s Apology

Part 2: Protecting the Public

Nuclear Threat

Film critique: Silkwood (1983)
Big Tobacco

Times Topics: Jeffrey Wigand, New York Times, multiple dates
http://topics.nytimes.com/topics/reference/timestopics/people/w/jeffrey_wigand/index.html?8qa

Film critique: The Insider (1999)

The Food Supply

Automotive Safety
Week 8: MIDTERM RESEARCH PROJECTS DUE


Week 9: Excerpts from:


Film critique: Roger & Me

Part 3: Exposing Political Secrets

Watergate and Deep Throat

Film critique: All the President's Men (1976)

Intelligence and Homeland Security

WikiLeaks
http://www.newyorker.com/reporting/2010/06/07/100607fa_fact_khatchadourian

Film critique: *All My Sons* (1948)

**Part 4: Standing up for the Working Class**


Film critiques: *Norma Rae* (2001) and *Matewan* (1987)


Film critique *Salt of the Earth* (1953)

Week 15: **FINAL PROJECTS AND PRESENTATIONS DUE**

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**All college-wide policies for undergraduate courses as described in the Undergraduate Bulletin apply** (see Chapter IV Academic Standards)

D. **Incomplete Grade Policy**

E. **Extra Work During the Semester**

F. **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.”

[Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf) ]

**Statement of the College Policy on Plagiarism**

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

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

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

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

New Course Proposal Form

Date Submitted __9/1/12__________________

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

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

   b. Name and contact information of proposer(s) __Dennis Sherman__________________

      Email address(es) __dsherman@jjay.cuny.edu_________________________

      Phone number(s) __237-8457____________________________

2. a. Title of the course __Violence in the Pursuit of Justice_________________

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) __Violence/Justice

   c. Level of this course __100 Level __200 Level __x__300 Level __400 Level

      Please provide a brief rationale for why the course is at the level: The readings, written assignments, and level of classroom activities are sophisticated and challenging; they presuppose solid experience with college level work. This course, with its emphasis on multiple perspectives, critical analysis, research requirement, and sophisticated cultural/historical context is appropriate for upper-division, 300-level courses.

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

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

   This is a course that will satisfy the Justice in Global Perspective Option Portion of General Education at John Jay College. The course stresses the nature and incidence of violence over time in Western and Non-Western societies in relation to ideas and practices of justice. The context will not only be global, but also interdisciplinary—stressing connections between history, social science, philosophy, and literature. These qualities fit well with John Jay’s commitment to studying justice in its different meanings and contexts.
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 interdisciplinary course investigates the complex relationship of violence to justice. Focusing on primarily on forms of organized violence such as war, genocide, and revolution, the course examines the origins of violence and the socio-political and moral arguments used to justify it.

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

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): Fall, 2012
   b. Teacher(s): Dennis Sherman and Amy Green
   c. Enrollment(s): 30 per section
   d. Prerequisites(s): Eng 101

8. **Learning Outcomes**

Students will:

- Develop an understanding of the social, political, economic, and cultural contexts of violence and the evolution of justice across time and around the globe, using textual evidence to support their analysis
- Analyze how struggles for justice have shaped societies and cultures across time and in various places.
- Differentiate multiple perspectives on the same subject through reading analyses of violence in monographic studies, journal articles, and literary, dramatic and cinematic works.
9. Will this course be part of any major(s), minor(s) or program(s)?

_____ No    __x__ Yes

If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
General Education Program, and within the College Option Portion the 300 level Justice in Global Perspective section. Theme B in ISP.

10. Will this course be part of JJ’s general education program? (remember to complete the CUNY Common Core Form if part of Required or Flexible Core)

No _____ Yes __x__ If yes, please indicate the area:
It will be part of the College Option, Justice Core 300, Justice in Global Perspective

Please explain why and how this course fits into the selected area:

This is a course that will be part of John Jay’s College Option, Justice Core 300, Justice in Global Perspective program. The qualities of the course are at the heart of what John Jay College, with its commitment to studying justice in the broadest ways, stands for. By focusing on the history of violence in relation to changing ideas and perceptions of justice, the course will help develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world—from pre-historical and ancient times through the twentieth century. There will be an emphasis on how violence, especially organized violence such as wars, has shaped societies and cultures throughout the Western and Non-Western worlds. There will also be emphasis on how societies have, on the one hand, tried to promote various forms of organized and focused violence, and on the other hand, tried to control civil discord and intra-state violence.

The required readings include studies and creative literature from a variety of perspectives. While the course and some of the required readings will be structured historically, the materials of the course are particularly interdisciplinary—stressing the psychology of violence, the politics of justice, the ethics underlying violence and attempts to promote or control violence, and literary efforts to explore violence and justice.

11. How will you assess student learning?

Students will be assigned a variety of written assignments, short and long. Their reading and oral work during classroom activities will be evaluated. They will be assessed on the basis of how well they do the following:
• Develop an understanding of the social, political, economic, and cultural contexts of violence and the evolution of justice across time and around the globe, using textual evidence to support their analysis. This will be assessed through a final research project comparing the ways that two societies have dealt with the problem of violence using a rubric that measures students’ ability to analyze violence in terms of context.
• Analyze how struggles for justice have shaped societies and cultures across time and in various places. This will be assessed through a paper (due week 12) that critiques Pinker’s argument in *The Better Angels of our Nature*.
• Differentiate multiple perspectives on the same subject through reading analyses of violence in monographic studies, journal articles, and literary, dramatic and cinematic works. This will be assessed through a paper (due week 4) contrasting the views of Chagnon and Ferguson on violence among the Yanomamo.

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

   No ____ Yes__x__ If yes, please state the librarian’s name___Kathleen Collins___

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

   Yes__x____ No________

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

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

13. **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)

14. **Date of Department curriculum committee** approval

   ____9/15/13_____________________

Approved by UCASC, Feb 1, prepared for College Council, Feb 14, 2013
15. **Faculty** - Who will be assigned to teach this course? Dennis Sherman, Amy Green, and eventually others.__________________________

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

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
   
   ___x__ Not applicable
   ___No
   ___Yes. If yes, give a short summary of the consultation process and results.

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

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

19. Approvals:

   ASGreen
   ____________________________
   Chair, Proposer’s Department

Approved by UCASC, Feb 1, prepared for College Council, Feb 14, 2013
John Jay General Education College Option
Course Submission Form

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<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ISP 3XX</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>Violence in the Pursuit of Justice</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Interdisciplinary Studies Program</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ENG 201</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description</td>
<td>This interdisciplinary course investigates the complex relationship of violence to justice. Focusing on primarily on forms of organized violence such as war, genocide, and revolution, the course examines the origins of violence and the socio-political and moral arguments used to justify it.</td>
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Sample Syllabus
Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:
☐ current course  ☐ revision of current course  x ☐ a new course being proposed

John Jay College Option Location
Please check below the area of the College Option for which the course is being submitted. (Select only one.)

- Justice Core
  - ☐ Justice & the Individual (100-level)
  - ☐ Struggle for Justice & Inequality in U.S. (300-level)
  - x ☐ Justice in Global Perspective (300-level)
- ☐ Learning from the Past
- ☐ Communication

1. Justice Core II: Justice in Global Perspective - Please explain how your course meets these learning outcomes

Students will:

Students will read, discuss, and write about the varied ways that state and non-state agents around the world have and continue to use violence in the supposed pursuit of justice. (e.g. Research Project, week 13). Comparisons between the

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world
### course description

Western and Non-Western worlds will be used—for example comparing developments in Europe, (e.g. Stalinism and Nazism in the twentieth century) to patterns in Africa and Asia in recent decades as described in works by Pinker and Glover, weeks 8-12; and views of violence in Hobbes vs Rousseau, week 6).

In classroom discussions, debates, and role playing as well as in papers, students will be required to analyze examples of organized violence and the claims used to justify them. Examples, such as in Early Modern European state-building and the introduction of Communism in 20th Century China will suggest how efforts to both promote violence and control it have shaped societies and cultures in profound ways (weeks 6-9, 12, 15). Students will analyze the effects of struggles for justice in a paper that critiques Pinker’s *The Angels of our Nature* (week 12).

This course will draw from a wide variety of perspectives in its focus on violence and justice. In addition to its historical content, the readings, papers, and discussions will stress the politics, philosophy, and psychology of violence and justice. For example, one of the main readings for the course—*Humanity*, by Jonathan Glover—specifically combines philosophy, psychology, and history in an effort to analyze violence and justice. Literary sources such as plays will add other perspectives on the topic. Comparing interpretations of Yanomamo violence shows how scholars can take opposing views of the same situation. Contrasting theories of violence by Hobbes, Rousseau, and Fanon also provides opportunities for differentiating perspectives.

<table>
<thead>
<tr>
<th>Topics</th>
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<tr>
<td>• Analyze how struggles for justice have shaped societies and cultures throughout the world</td>
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<tr>
<td>• Differentiate multiple perspectives on the same subject</td>
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</table>
Interdisciplinary Studies Program
Theme B, History, Drama, Speech

**Violence in the Pursuit of Justice**
Mondays, 11-1:30, 5:40-8:10

Prof Amy Green, Room 06.65.03; agreen@jjay.cuny.edu; 212 237-8352
Office Hours: Mondays, 2-4, and by appointment.

Prof Dennis Sherman, Room 06.65.05; dsherman@jjay.cuny.edu; 212 237-8457
Office Hours: Mondays, 3-5, and by appointment

**Course Description:**

This interdisciplinary course investigates the complex relationship of violence to justice. Focusing on primarily on forms of organized violence such as war, genocide, and revolution, the course examines the origins of violence and the socio-political and moral arguments used to justify it.

**Learning Outcomes:**

Students will:

- Develop an understanding of the social, political, economic, and cultural contexts of violence and the evolution of justice across time and around the globe, using textual evidence to support their analysis
- Analyze how struggles for justice have shaped societies and cultures across time and in various places.
- Differentiate multiple perspectives on the same subject through reading analyses of violence in monographic studies, journal articles, and literary, dramatic and cinematic works.

In addition to the assigned readings and papers, oral and written work during class periods will be designed to facilitate and evaluate progress toward these objectives. All administrative matters, including grading, will be discussed during the first class. Some of the rules for the course are covered below.

**ISP RESOURCES**

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

1. Keep in touch with your professors. Contact information is at the top of the syllabus and on blackboard.
2. Contact ISP Counselor-Coordinator, Ms. Peralta-Rodriguez: 212 237-8304; bperalta-rodriguez@jjay.cuny.edu; Room 06.65.02.
3. Contact ISP Administrator, Ms. Acuna: 212 237-8460; pacuna@jjay.cuny.edu, Room 06.65.01.
4. Take advantage of the free ISP tutoring service.
REQUIRED TEXTS: You need to purchase the following books for this course. The books may be purchased through the John Jay bookstore or an online bookseller, such as Amazon or B&N.com. Used copies in good condition are fine. Readings are due according to the Class Schedule on this syllabus.


In addition, following readings will be on Blackboard:

The Bible, (Old Testament), selections.


Giraudoux, Jean *Tigers at the Gate*.

Hobbes, Thomas. Selections from *Leviathan*.


O’Hare, Dennis. *An Iliad*.

COURSE POLICIES

GRADING

Final grades will be based upon the following:

1. Analytical Papers (3 @ 15%) 45%
2. Research Project: 25%
3. Class participation, including in-class writing and on-time attendance 20%
4. Quizzes. Periodic quizzes are unannounced and always given during the first 5 minutes of class or the first 5 minutes after the break. Quizzes are always on the assigned reading for the day and focus on vocabulary and concepts within the assigned reading. 10%

According to official CUNY policy, letter grades signify:

- A, A- Excellent
- B+, B, B- Very Good
- C+, C Satisfactory
- C-, D+, D, D- Poor
- F Fail

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Excellent work responds to the assignment; is comprehensive, thoughtful, thorough, and original; provides relevant and convincing evidence appropriately cited; and is presented in a professional manner without grammatical, spelling, or other formal errors.

PLAGIARISM
Plagiarism is the presentation of another person’s work or ideas as your own; this includes material downloaded from the Internet without citation. In all written work, you must clearly indicate (using quotation marks and citations) when you are quoting or paraphrasing. Any use of material from the Web must be clearly and appropriately cited. Plagiarism can result in failing the course and/or disciplinary action.

ISP subscribes to and enforces the John Jay College official policy on academic integrity:

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.

ATTENDANCE
The most important part of the course takes place in the classroom. Missed classes or lateness will affect your grade. If you miss more than two classes, you will be at risk of failing the course. Over ½ hour late equals 1 absence. Three latenesses of less than ½ hour equal one absence. Students with a documented, ongoing serious health issue—which may affect their attendance—should speak with Professor Green or Sherman and the program counselor as soon as possible. Always bring the assigned reading to class.

PAPERS
Papers should be typed or word-processed, double-spaced using a 12-point font with 1” margins. Be sure to keep a copy of every paper turned in and returned to you. Late papers will be marked down. Excessively late papers will not be accepted. Papers cannot be sent in by email or fax.

CLASSROOM
No eating in class.
There should be no traffic in and out of class.
Turn off cell phones before you enter class and never use or check in class.
Laptops may only be used to view or take notes on that day’s assignment and are subject to faculty observation during class.

CLASS SCHEDULE for B2: The History of Violence and Evolution of Justice, Fall 2012

The following readings are to be completed in preparation for the indicated class period. Every time, the assigned book should be brought to class. As the course relies on classroom participation (which will constitute a significant part of your final grade) rather than lectures, it is essential to do the readings and come to class on time with the reading material.

Approved by UCASC, Feb 1, prepared for College Council, Feb 14, 2013
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Reading Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>I. THE NATURE OF VIOLENCE</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Mythic Roots</strong></td>
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<td></td>
<td>Class 1  Introduction. Handout: selections from the Bible.</td>
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<td></td>
<td>Class 2  Glorious Gore: Selections from Homer, <em>The Iliad</em>. (Blackboard)</td>
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<td></td>
<td><strong>Human Nature: Brutal Animals or Noble Savages?</strong></td>
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<td></td>
<td>Class 3  Ferocious Yahoos. Read Part IV of <em>Gulliver’s Travels</em></td>
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<td>Class 4  Two Views of “Savage” Peoples: Read the Yanomamo selections by Chagnon and the critique of Chagnon by Brian Ferguson. &lt;br&gt;<strong>3-4 page paper: How does Chagnon describe, explain, and interpret the violent behavior of the Yanomamo? What is Ferguson’s counter argument? Which interpretation do you find more persuasive and why?</strong></td>
</tr>
<tr>
<td></td>
<td>Class 5  Selections from Thomas Hobbes, <em>Leviathan</em> (Blackboard) &lt;br&gt;Written assignment: summarize Hobbes’s argument in one page. What is his thesis?</td>
</tr>
<tr>
<td></td>
<td>Class 6  Noble Savages: Read Rousseau, parts 1 and 2, pp. 16-71. &lt;br&gt;Written Assignment: In one page summarize Rousseau’s response to a Hobbesian view of violence.</td>
</tr>
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<td></td>
<td><strong>Power, Violence, and Politics</strong></td>
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<td></td>
<td>Class 7  Frantz Fanon, “On Violence” in <em>The Wretched of the Earth</em>. (Blackboard) &lt;br&gt;Written assignment: summarize Fanon’s argument in one page.</td>
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<tr>
<td></td>
<td>Class 8  Historical Case Study: My Lai and Hiroshima. Read Glover, Part 2.</td>
</tr>
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<td></td>
<td>Class 9  Historical Case Study: Rwanda. Read Glover, Part 3.</td>
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<td></td>
<td>Class 10 Historical Case Study: Stalin and Mao. Read Glover, Part 5.</td>
</tr>
<tr>
<td></td>
<td><strong>II. JUSTICE AND JUST SOLUTIONS TO VIOLENCE</strong></td>
</tr>
<tr>
<td></td>
<td>Class 11 The Humanitarian Revolution. Pinker, Chapters 1-4</td>
</tr>
<tr>
<td></td>
<td>Class 12 The Rights Revolution. Pinker, Chapters 5, 6 and 10. &lt;br&gt;<strong>5-page Paper Due. For the purposes of this assignment you are Jonathan Glover. You have been hired by the New York Times to write a review of Pinker’s new book in the light of your own (i.e., Glover’s) ideas about the causes and patterns of violence and the struggles for justice across time and place. Feel free to quote yourself and/or restate your views as you critique Pinker’s work.</strong></td>
</tr>
<tr>
<td></td>
<td>Class 13 Approaches to Justice &lt;br&gt;In-class viewing of selections of documentary film footage from the Nuremburg trials and the South African Truth and Reconciliation Commission.</td>
</tr>
</tbody>
</table>

Approved by UCASC, Feb 1, prepared for College Council, Feb 14, 2013
* RESEARCH PAPER DUE*

Part IV: Literary Perspectives on Violence and Justice

Class 14  O’Hare, *An Iliad*
Class 15  Giraudoux, *Tigers at the Gate*

Paper Due, 3 pages: Bearing in mind the selection from Homer’s *Iliad* that you read at the beginning of the semester, write a conversation (in play form) about violence and justice in which Homer, O’Hare, and Giraudoux participate. How does each see the questions we have discussed this semester (i.e., individual and group motivations to follow or resist violent impulses; just solutions to violence) and what do they think of the views of the others?

*Research Project Assignment*

Compare how two societies have struggled to develop policies, ideas, and/or institutions to deal with the problem of violence. How do you explain the ways in which those policies, ideas, and/or institutions were effective and the ways in which they were not effective?

**Instructions:** To begin, download and read the following article on violence and policy: http://www.theatlantic.com/issues/2001/09/power.htm. In writing your paper, you should draw on this article as well as information from at least three primary and two secondary sources that are not part of the assigned readings for the course. However, materials from the assigned readings and classroom discussions should be integrated into your paper. Potential sources for your paper might be found in some of the assigned readings or derived from discussions about this paper during the semester. Your paper should be about 7 pages.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: August 1, 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:** LATIN AMERICAN AND LATINA/O STUDIES

b. **Name** and contact information of proposer(s) Suzanne Oboler
   Email address(es) soboler@jjay.cuny.edu
   Phone number(s) 212 237 8751

2. a. **Title of the course:** LLS 2XX Revolution and Social Change in Latin American Literature and the Arts

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Revol Lit&Art Lat Am

c. **Level** of this course ____ 100 Level   __X__ 200 Level   ____ 300 Level   ____ 400 Level

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

This course surveys the contribution that an interdisciplinary study of Latin American cultural expressions can make to our understanding of both the process of social change and the changing nature of the continent’s societies today. Through analyses of films, visual and plastic arts, music, testimonial and literary narratives, students are introduced to diverse social sectors in Latin American society and the varied ways that they have both participated and been represented in their society’s respective national cultures since the early 20th century. The course draws on a variety of Latin American cultural expressions as a way of introducing students both to the various arts of Latin America and to their role in understanding the ways that different sectors’ experiences have been shaped and differentiated by social class, religious values, historical events, the environment, political power, gender and racial relations. This course will serve as an introductory humanities course for the proposed Latin American studies track of the LLS major.

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

This course aims to introduce students to a variety of cultural expressions in Latin America since the early 20th century, and to provide them with an understanding of the roots and significance of culture and cultural differences in shaping the discourse of revolution and social change. Latin American intellectuals and artists have long dealt in their works with the region’s inequality and injustices, becoming principal sources for the calls for revolution and social change that have long been expressed throughout Latin America. Visual artists, filmmakers, writers, and musicians have long played a leading role as both representative members of Latin America’s political and intellectual elites and as active participants in shaping and interpreting their respective society's understanding of its national and cultural experiences.

Through the interdisciplinary study of the changing nature of Latin America’s literary and artistic expressions from the early 20th century to the present, students will be introduced to the ways that different sectors experience, confront, and negotiate racial, gender, socio-cultural and power differences in their societies, in the context of deeply-rooted, elitist structures in the continent’s various nations.

In addition, this course aims to provide students with an understanding of the importance of adopting a cross-cultural perspective in the study of Latin American cultures and societies and to acknowledge the role of their own backgrounds in their interpretation of the cultures and cultural expressions in other societies. In using a cross cultural approach, the course aims to contribute to students’ understanding of the ways that their own social and cultural backgrounds, race, class, gender and ethnicity, can both affect their "reading" of their own society’s culture and its differences, as well as impact on their understanding of the socio-cultural narratives of other nations.

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

This course focuses on the themes of revolution and social change in the literature and arts of Latin America during the “national” and “post-national” eras. Through examining the visual arts, contemporary films, music, testimonial essays and literary narratives, the course assesses the role and contributions of literature and the arts to our understanding of revolution and social change in Latin America since the early 20th century. Using literature and the arts, the course aims to introduce students to such issues as indigenous rights, the mass media, the environment, political power, poverty, human rights and social justice, and the meanings of race, class, gender and sexuality in Latin America.

5. **Course Prerequisites or co-requisites:** ENG 101

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
6. Number of:
   a. Class hours  __3__
   b. Lab hours  __n/a__
   c. Credits  __3__

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

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 know key concepts and debates in the study of Latin American and societies and their cultural and artistic forms of expression, and better their understand of the contribution of literature and the arts

   Students will know and apply the fundamental interdisciplinary concepts and methods used in the field of Latin American cultural studies to the study of the region’s visual arts, films, music, and media and written narratives.

   Students will explain the significance of Latin American arts and cultural expressions for understanding social and cultural issues in the continent’s various societies in the course of the 20th and 21st centuries.

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

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

   Latin American and Latina/o Studies minor and proposed major

10. How will you assess student learning?

    Assessment in this course will take both written and oral forms:

    a) Written assessment:

       1) A map quiz aims to ensure that students learn the location and key geographical
characteristics of the countries of Latin America and the Spanish Caribbean

2) A short research-based summary essay comparing the demographic profile and key issues of two Latin American countries

3) A final research paper for which students will choose the literary or artistic works of an author, artist, or intellectual and write a final research paper analyzing a key issue discussed in this course. The research paper will be assigned in 3 steps (a one paragraph proposal with preliminary bibliography; a paper outline with annotated bibliography; and final research paper)

4) “Intellectual journals”: weekly submission of 1 page analyses of the key themes and ideas of the weekly readings, ending in questions raised by the readings. The purpose of this assignment is to train students to focus on the key issues and questions raised in the readings

b) Oral assessment:

5) Students will be asked to make 5 minutes oral presentations on their final research paper

6) Each student will co-facilitate the beginning of 1 class discussion, based on the question raised in the intellectual journals

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

   Yes_____ No__X_

   • If yes, please state the librarian’s name____________________________

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

The following books are only available in earlier editions at JJC library:


The following book is not available in English at JJC library (but is available in Spanish and earlier editions are available through CUNY +):


The following book is not available at the JJC library but is available through CUNY +:


The following book is not available at JJC library, but are available in earlier editions through CUNY +:


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

  ✓ The library catalog, CUNY+
  ✓ EBSCOhost Academic Search Complete
  ✓ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
  ✓ LexisNexis Universe
  ✓ Criminal Justice Abstracts
  ✓ PsycINFO
  ✓ Sociological Abstracts
  ✓ JSTOR
  ✓ SCOPUS
  ✓ Other (please name):
    ✓ Hispanic American Periodicals Index (available at Hunter College’s Centro de Estudios Puertorriqueños __________________________

12. **Syllabus** - Attached

13. Date of **Department curriculum committee** approval August 24, 2012

14. **Faculty** - Who will be assigned to teach this course? ___Suzanne Oboler___

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**?

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
C9

____No
___XX___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.

This course will become one of the introductory humanities courses of the LLS minor as well as of the LLS proposed major’s Latin American Studies track. Its assignments include works of literature and art, but it utilizes those works as illustrative of the themes of revolution and social change, two themes that have permeated much of the literary and artistic production in Latin America. It is therefore a course broadly in the humanities and will be taught in English.

16.    Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
    __Not applicable
    ____No
    ___XX___Yes. A copy of the original proposal for this course was sent to the Chairs of Art and Music and Foreign Languages as a courtesy. Only the Chair of Foreign Languages replied with concerns about the course. Although we disagreed with the concerns, we subsequently modified the proposal to address those concerns. After a subsequent meeting based upon this version of the proposal, it was decided to proceed with its submission to UCASC.

17.   Will any course be **withdrawn**, if this course is approved?
    ___XX___No
    ____Yes. If yes, number and name of course(s) to be withdrawn.

18.  Signature/s of Endorsement

    **Lisandro Pérez**
    August 24, 2012

    Chair, Proposer’s Department
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>LLS 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Revolution and Social Change in Latin American Literature and the Arts</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Latin American and Latina/o Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Latin American Studies</td>
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<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course focuses on the themes of revolution and social change in the literature and arts of Latin America during the “national” and “post-national” eras. Through examining the visual arts, contemporary films, music, testimonial essays and literary narratives, the course assesses the role and contributions of literature and the arts to our understanding of revolution and social change in Latin America since the early 20th century. Using literature and the arts, the course aims to introduce students to such issues as indigenous rights, the mass media, the environment, political power, poverty, human rights and social justice, and the meanings of race, class, gender and sexuality in Latin America.</td>
</tr>
</tbody>
</table>

Special Features (e.g., linked courses)

Sample Syllabus
Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

- current course
- revision of current course
- X a new course being proposed

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

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

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
### Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

### C. Creative Expression

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

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will write a final research paper using library databases, books and articles to expand on and deepen their knowledge about the contribution Latin American cultural expression to the understanding of social change.</td>
<td>• Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>Students will better understand the contribution of literature and the arts through writing weekly “intellectual journals” assessing the key points in the readings.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students will write a final research paper on the treatment of one social issue in literature and the arts of Latin America, and orally present the key findings of their research.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn and apply the fundamental interdisciplinary concepts and methods used in the field of Latin American cultural studies to the study of the region’s visual arts, films, music, and media and written narratives.</td>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</td>
</tr>
<tr>
<td>Students will learn about and analyze the significance of the creative arts in the development and interpretation of Latin American national societies.</td>
<td>• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</td>
</tr>
<tr>
<td>Students will write a final research paper using library databases, books and articles to expand on and deepen their knowledge of one of the issues discussed in class, showing how it is addressed in one of the cultural expressions discussed in the course. Students will also make a power-point presentation of their research findings.</td>
<td>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. • Demonstrate knowledge of the skills involved in the creative process. • Use appropriate technologies to conduct research and to communicate.</td>
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</table>
Revolution and Social Change in Latin American Literature and the Arts

Professor Suzanne Oboler  
Office: New Building, Room 08.63.06  
email: soboler@jjay.cuny.edu

I. COURSE DESCRIPTION

This course focuses on the themes of revolution and social change in the literature and arts of Latin America during the “national” and “post-national” eras. Through examining the visual arts, contemporary films, music, testimonial essays and literary narratives, the course assess the role and contributions of literature and the arts to our understanding of revolution and social change in Latin America since the early 20th century. Using literature and the arts, the course aims to introduce students to such issues as indigenous rights, the mass media, the environment, political power, poverty, human rights and social justice, and the meanings of race, class, gender and sexuality in Latin America.

II. LEARNING OUTCOMES

Students will learn key concepts and debates in the study of Latin American and societies and their cultural and artistic forms of expression and better their understand of the contribution of literature and the arts.

Students will learn and apply the fundamental interdisciplinary concepts and methods used in the field of Latin American cultural studies to the study of the region’s visual arts, films, music, and media and written narratives, to deepen their knowledge about the contribution Latin American cultural expression to the understanding of social change.

Students will gain knowledge of the significance of Latin American arts and cultural expressions for understanding social and cultural issues in the continent’s various societies in the course of the 20th and 21st centuries.

III. GENERAL COURSE INFORMATION AND POLICIES:
OFFICE HOURS: In addition to my regular office hours, the best way to communicate with me is via e-mail (soboler@jjay.cuny.edu). If you send me an e-mail, please make sure you include your full name at the end of the message. • IMPORTANT: Please take advantage of my office hours; come and talk with me about your class, your overall college experience, etc. Let me know if you have any concerns about the course or any assignment, so that you don’t fall behind in the class.

ATTENDANCE: You are required to attend every class. Only a medical emergency should keep you from coming to class; Any medical absence needs to be appropriately documented in writing.

Attendance is taken at the beginning of class. Every student is expected to arrive on time.
*** 3 lates will be counted as an absence
*** 3 non-medical absences will bring your grade down 1 letter.
*** 4 non-medical absences results in an “F” for the course.

READINGS: It is difficult to discuss a text without having the text in front of you. Therefore please make sure you always bring the assigned article(s) and/or book to class.

ASSIGNMENTS: I do not accept late assignments. If you do not hand in the assignment on time, please do not ask for an extension: It’s not fair to the other students in our class. Topics must be drawn from this syllabus and assigned reading materials from this class. All final papers must incorporate and cite relevant reading materials from the assigned readings in this course. All papers must be typewritten, APA-style research paper on a topic approved by the professor. (see: http://www.lib.jjay.cuny.edu/research/apastyle_spring_2012.pdf) Students are encouraged to seek additional information and assistance from the college’s Writing Center in the New Building, Level 1.

PLAGIARISM: Plagiarism in this class results in an automatic grade of “F” and possible disciplinary action. Plagiarism detection software will be used in this course. Please make sure you read the John Jay College statement on Plagiarism at the end of this syllabus.

TURNITIN.COM: Students enrolled in this class are hereby placed on notice the professor reserves the right to use TURNITIN.COM to help identify plagiarism.

CELL PHONES/TEXTING: Use of your phone is strictly forbidden in this class: Please note that your grade will be seriously affected. This includes: a) no text message or use of phone allowed in this class and b) no leaving the class to use your cell phone/answer phones.

IV. REQUIRED TEXTS:
The following books are required reading for this course. All books are available in the JJC bookstore:

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013


9. Additional required articles available on Blackboard.

V. GRADING
15% Class attendance/participation.

20% Intellectual Journals: EACH WEEK students are required to submit a one-page written critical account of the assigned readings on our course blackboard site. Your account should end with one question that the readings raised for you. You will be asked to draw on these accounts and questions as part of your participation in class discussion. Please bring your journal entry to class each week.

15% Co-facilitate the beginning of 1 class discussion, using the question(s) you raised in your intellectual journal. You must hand in a 1 page outline of the discussion you plan to lead.

5% of your grade Map Quiz. You will be expected to fill in the names of the countries, capitals and major rivers, mountain ranges, jungle areas in Latin America and the
Spanish-Caribbean

**5% of your grade**

*Short essay:* Write a 2-3 page research-based essay comparing the demographic profile and key issues of two Latin American countries (5%)

**35% of your grade**

1 final research paper 10 pages + bibliography:

The purpose of the final research paper is to go into more depth about the literary or artistic works of one of the authors, artists, or intellectuals discussed in this course. Choose one of the topics covered in this course. The research paper will be done in 3 steps, and graded accordingly as follows:

- 1 paragraph proposal with 1 page preliminary bibliography is due in WEEK 3 (5%)
- 1 outline of your paper and annotated bibliography in WEEK 8 (10%)
- Your final research paper is due WEEK 15 (20%)

**NOTE:** You may choose a different topic to focus your research project. All research paper topics must be approved by the course instructor.

**5% of your grade**

5 minute oral presentation on your research paper findings (oral presentations begin during WEEK 13)

**COURSE CALENDAR**

*(NOTE: Articles marked BB are available on our blackboard course site)*

**WEEK 1:** Introductions; Discussion of the readings, course organization, requirements

**Film:** *The Motorcycle Diaries*

**NOTE:** Map exercise and short assignment: As you watch this film, begin to prepare for the map quiz and take notes for the following short (2-3 page) assignment:

Using the CIA World Fact Book, (or another similar online resource), pick one South American country mentioned or discussed in the film. Familiarize yourself with its profile and identify its greatest problems. How does your chosen country’s profile and problems compare to the profile and problems in a 2nd Latin American country NOT included in this film? (In addition to your notes from the film, you can also research the profile and problems of the second country). Write a brief (2-3 page) comparative summary of your findings about the two countries to bring to class next week.

Preliminary discussion of final research project; use of library databases, etc.

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
II. CROSS CULTURAL PERSPECTIVES: Can (Mis)Understandings Of “Difference” Be Bridged Through Cultural Production?

Week 2:
READ:


Raymond Williams. Culture. BB


Video: Carlos Fuentes and Bill Moyers debate US/Mexico cultural differences.

Discussion of final research projects

ASSIGNMENT DUE: Latin America: Map Exercise and short paper due today.

III. LATIN AMERICAN SOCIAL HISTORY AND THE PLASTIC ARTS
Week 3:
READ:

Carlos Fuentes. The Buried Mirror Chapters 5-6; 12-16

NOTE: FINAL PAPER ASSIGNMENT # 1 DUE: 1 paragraph describing your proposed topic with 1 page of preliminary bibliography

WEEK 4. Indigenous and Mestizo Populations and Culture in Rural Mexico in the 1910s
READ:

Mariano Azuela. The Underdogs.

Alan Knight. Racism, Revolution, and Indigenismo: Mexico, 1910-1940. BB

Week 5
Week 6  Indigenous and Mestizo Populations and Culture in the Andean Region in the 1980s

READ:
- Mario Vargas Llosa: *Death in the Andes*.
- Degregori, Carlos Iván. "Return to the Past.". pp 33-44. BB
- Javier Sanjinéz. Anthropology, Pedagogy, and the Various Modulations of Indigenismo; Amauta; Tamayo; Arguedas; Sabogal; Bonfil Batalla. pp. 306-409 BB
- Antonio Cornejo Polar. Indigenismo and Heterogeneous Literatures: Their Dual Socio-Cultural Logic. BB

READ & LISTEN: Mark Brill. Andean Music; and Andean Music in a Modern Context

Film: *The Lion's Den*

IV. ELITE" VS "POPULAR" AND "MASS" CULTURES: IMAGES VS WORDS AND THE ROLE OF ARTISTS AND AUDIENCES IN THE PRODUCTION OF CULTURAL EXPRESSIONS

Week 7
READ: Clarice Lispector. The Hour of the Star.

David Unger. The Public Role of Latin American Writers. April 22, 2011 | Fox News Latino

Week 8
READ:
- Gabriel Garcia Marquez. The Solitude of Latin America. Nobel Prize Speech BB
- Mario Benedetti/Mario Vargas Llosa."Writers and Political Commitment"—A Debate pp. 14 -20 BB
- Alan Riding. "Revolution and the Intellectual In Latin America."

FILM: Susana Amaral. *The Hour of the Star*

NOTE: FINAL PAPER ASSIGNMENT #2 DUE WEEK 8: Outline of your final paper and
annotated bibliography

V. RESISTANCE THROUGH CULTURAL EXPRESSIONS: THE “LONG DARK NIGHT OF STATE TERROR” (1970s-1990s)

Week 9 THE SOUTHERN CONE 1: Argentina


Marcela Nari, Feminist Awakenings. Pp. 528-536

DVD: Lourdes Portillo. The Mothers of the Plaza de Mayo

Week 10. The SOUTHERN CONE 2: Chile

READ: Macarena Gómez-Barris. Making Torture Visible: The Art of Guillermo Núñez in Chile's Transition

READ & LISTEN: Mark Brill. “The Popularization of Chilean Folk Music” and Nueva Canción: Political Outlook; The Peak The 1973 Coup d’État; Canto Nuevo; The 1990s.


NOTE: 5 minute oral presentations of final research papers begin this week

READ: David Craven; The Cuban Revolution (1959-1989) pp 75-116

Senel Paz The Wolf, the Woods and the New Man; pp 62-87

READ AND LISTEN: Mark Brill. Cuban Music Since the Revolution (Nueva Trova; Salsa; The 1990s)

DVD: Strawberries and Chocolate (excerpts)


READ: Victor Montejo. Testimony: Death of a Guatemalan Village

John Beverley. Testimonio, Subalternity and Narrative Authority. pp. 571-583
Week 14: GLOBALIZED ENVIRONMENTS: “ECOCRITICISM” AND THE ROLE OF LATIN AMERICAN INTELLECTUALS TODAY

READ: Luis Sepúlveda. *The Old Man Who Read Love Stories*

DVD: *Crude: The Real Price of Oil*

Week 15: COURSE CONCLUSION: Latin American cultural expressions in hemispheric context

READ:

WATCH & LISTEN: Al Jazeera. Music of Resistance; Afro-Reggae –Parts 1 and 2; 2009

DVD: *Harry Belafonte. Roots of Rhythm*

FINAL RESEARCH PAPER ASSIGNMENT # 3 DUE

COURSE BIBLIOGRAPHY


Brill, Mark. Music of Latin America and the Caribbean. University of Texas at San Antonio/Pearson, 2011


Parenti, Michael Reflections on the Politics of Culture. Monthly Review. 1999, 50 (09); http://monthlyreview.org/1999/02/01/reflections-on-the-politics-of-culture#top


Unger, David. The Public Role of Latin American Writers. Fox News Latino. Published April 22, 2011; Available at: http://latino.foxnews.com/latino/lifestyle/2011/04/22/david-unger-politics-latin-american-


Williams, Raymond. Culture. In Keywords: A Vocabulary of Culture and Society Culture and Society. Oxford University Press, 1985


COLLEGE WIDE POLICIES FOR UNDERGRADUATE COURSES

PLEASE NOTE THAT THE FOLLOWING POLICIES APPLY TO THIS COURSE:

1. 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.” (Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

2. College Policies on Academic Integrity and Plagiarism

All students are expected to be familiar with the college’s standards on academic integrity, honesty, cheating and plagiarism as found in the John Jay College of Criminal Justice Undergraduate Bulletin. These standards will be strictly observed and enforced in this class.

Plagiarism is the presentation of someone'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

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, 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 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)

NOTE: With respect to plagiarism, students enrolled in this class are hereby placed on notice that in this class the professor reserves the right to use TURNITIN.COM at any time to help identify plagiarism.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted 10/1/2012

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: Political Science
b. Name and contact information of proposer(s): Susan Kang
   Email address(es) skang@jjay.cuny.edu
   Phone number(s) 646-557-4664

a. Title of the course: POL 1XX Struggles for Justice in the Workplace
b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Justice Workplace
c. Level of this course x 100 Level

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

This course is meant to introduce students to the politics of workplace rights and protections in the U.S. There are currently no “labor politics” classes at John Jay, although there are several faculty members who are experts on labor issues. As almost all students at John Jay College are workers, both paid and unpaid, the questions about the politics of workplace justice can be relevant to every student. A freshman seminar provides a useful way to introduce key political science concepts to a general education audience. Furthermore, first year students will benefit from a study of workplace justice because they are often motivated to improve their work opportunities.

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

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.)
There have been many highly publicized events in recent years that demonstrate the importance of workplace justice issues. These include national level events such as the political organizing around anti-union laws in Ohio and Wisconsin (and the subsequent electoral and legal challenges), the Walmart workplace actions, and the teachers’ strike in Chicago. Local events include NYC-based labor struggles, such as the Con Ed strike, the transit workers’ strike, and the establishment of workplace protections for domestic workers. As a result, many students are aware of the workplace-related political events, but they may not understand how such events relate to larger political issues—such as legal institutions, electoral politics, and the struggle for civil rights, citizenship, social equality, and justice. Furthermore, these recent events may seem unrelated to student experiences and personal knowledge, yet questions over pay, fairness, benefits, and discrimination relate to all workers’ concerns.

This course will help students connect their experiences within the workforce, personal knowledge related to issues of work, and status as future members of the workforce, to these workplace justice issues. These issues include historical concerns, such as fights and debates over slavery, child labor, union rights, and civil rights, as well as contemporary struggles, such as problems with workplace protections, the casualization of labor, and persistence problems of youth unemployment since the “Great Recession.”

While most of the struggles for labor protections and rights have occurred as the result of collective action and struggle (through unions and social movements), the struggle for workplace justice is inherently related to individual level concerns. The idea of solidarity, in which an individual understands the concerns of others as overlapping and thus worthy of common concern, will be addressed. In addition, as the United States generally provides some of the strongest individual level protections for workers in the world, this class will consider the importance, complimentarity, and occasional trade-off between individual and collective (organizational) protection for workplace justice.

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

This course examines the ways that workers in the U.S. have fought for their rights both collectively and as individuals. Drawing on examples of workers’ struggles in a variety of jobs and industries, the course explores topics such as the meaning of workplace justice, the role of unions, the plight of undocumented workers, and the pursuit of racial and gender equality in employment.

4. **Course Prerequisites or co-requisites**: N/A

5. **Number of**:
   - a. Class hours 3
   - b. Lab hours 0
   - c. Credits 3

6. **Has this course been taught on an experimental basis?** No
7. **Learning Outcomes**
   - Describe one’s own relationship to significant issues of workplace justice, including questions of workplace discrimination, trade union issues, and economic justice as they relate to one's individual experience or personal knowledge
   - Identify problems relating to workplace justice and propose solutions through evidence-based inquiry
   - Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds
   - Demonstrate effective planning and reflection to accomplish specific course outcomes
   - Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth

8. **Will this course be part of any major(s), minor(s) or program(s)?**
   - x No

9. **Will this course be part of JJ’s general education program?** (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)
   - Yes x

**College Option:**

<table>
<thead>
<tr>
<th>Justice core:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice &amp; the Individual</td>
<td>x</td>
</tr>
<tr>
<td>Struggle for Justice &amp; Equality in U.S.</td>
<td></td>
</tr>
<tr>
<td>Justice in Global Perspective</td>
<td></td>
</tr>
<tr>
<td>Learning from the Past</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
</tbody>
</table>

**Please explain why this course should be part of the selected area.**

This course connects students’ individual experiences and personal knowledge with questions of workplace justice. As the overwhelming majority of students will go on to become employed and spend much of their waking lives in their place of employment, the questions of justice at the
workplace will be of near universal applicability to first year students. By examining both historically significant and contemporary questions of workplace justice, and the different means to achieve and promote workplace justice, students will be able to better contextualize their own work experiences and understanding of their position as workers, students, and potential activists with the broader community. The question of workplace justice is an important one for our students, and it is a useful way to consider broader conceptions of justice that relate to everyday struggles.

10. **Assessment:**

Students will be assessed through the following assignments

Short, in class writing assignments will ensure that students are connecting class materials to their own experiences and personal knowledge regarding workplace justice. Since they are regular assignments, they will require students to create their own organization and time management plans.

Students will create a portfolio, relating to their group presentation that will also require assessment of their own effectiveness and contribution to collaborative work and organizational/planning skills. Students will submit a draft plan in Week 7 of the semester, outlining their group’s plan and individual plan to complete the research and finalization of the group presentation in time. They will submit the final plan (what really happened), in addition to a self-reflective piece explaining their own contributions, the challenges of organizing and coordinating the group project, and assessing other students’ contributions to the project.

The presentations, individual research paper relating to the presentation, 2 exams, and in class writing assignments, will require student to connect evidence to questions about workplace justice and proposal of solutions.

Students will be required to use the Writing Center and attend extra-curricular activity that relates to workplace justice issues throughout the semester. This includes a student organization meeting, or attending an event at the CUNY Murphy Center, the CUNY labor education center. In addition, students will have to engage directly with one NYC based organization for workplace justice.

12. Did you meet with a librarian to discuss **library resources** for the course?
   
   Yes
   
   • If yes, please state the librarian’s name: Karen Okamoto
   
   • Are there adequate resources in the library to support students’ work in the course

   Yes. Students will mostly use electronic resources, such as Lexis-Nexis and Academic Search Complete.
   
   • Will your students be expected to use any of the following library resources? Check all that apply.

---

Approved by UCASC, Feb 1, to College Council
Feb 14, 2013
X The library catalog, CUNY+ X Electronic encyclopedia collections

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval 20 December 2012

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

Kang
Majic
Rutledge
Karras

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

X No

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors? Yes. I consulted with the Economics and Public Administration Department. Professors Roddrick Colvin, Jeanne Marie Col, and Jay Hamilton reviewed this proposal and found that this is a sufficiently different course.

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

X No

19. Approvals: Harold Sullivan, Chair, Political Science
### John Jay General Education College Option  
#### Course Submission Form

<table>
<thead>
<tr>
<th><strong>Course Prefix &amp; Number</strong></th>
<th>POL 1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Struggles for Justice in the Workplace</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Political Science</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Political Science</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>This course examines the ways that workers in the U.S. have fought for their rights both collectively and as individuals. Drawing on examples of workers' struggles in a variety of jobs and industries, the course explores topics such as the meaning of workplace justice, the role of unions, the plight of undocumented workers, and the pursuit of racial and gender equality in employment.</td>
</tr>
<tr>
<td><strong>Sample Syllabus</strong></td>
<td>Attached</td>
</tr>
</tbody>
</table>

**Indicate the status of this course being nominated:**

- [ ] a new course being proposed

**John Jay College Option Location**

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

<table>
<thead>
<tr>
<th><strong>Justice Core</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Justice &amp; the Individual (100-level)</td>
</tr>
</tbody>
</table>
Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

<table>
<thead>
<tr>
<th>I. Justice Core I Freshman Year Seminars: Justice and the Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice Core First Year seminar courses are designed to support student’s academic success by helping them to transition to the college environment and academic expectations; specifically:</td>
</tr>
<tr>
<td>Please explain how your course meets each of these 5 learning outcomes</td>
</tr>
<tr>
<td>Students will:</td>
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<tr>
<td>Students will do 10 in class writing prompts in response to readings and class discussion that relate questions of workplace justice to their own experiences at work and personal knowledge related to work, as well as their own identity as workers of a certain community (race, class, gender, sexuality, etc). Students will be expected to engage reading and other materials with specific questions regarding their individual experiences and personal knowledge as workers, citizens, and activists.</td>
</tr>
<tr>
<td>• Describe one’s own relationship to significant issues of justice</td>
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<tr>
<td>This will be achieved in two ways. First, one midterm and one final exam will require students to analyze the major problems with U.S. labor policies and practice, as they relate to workplace justice. Students will be required to explain these legal and institutional problems, as well as discuss and critique proposed solutions, drawing on historical evidence presented in assigned readings and class materials. Second, students will participate in a group presentation about a current NYC-based struggle for workplace justice. These presentations will require students to identify and explain the workplace justice problem, present the history of the organization, and discuss</td>
</tr>
<tr>
<td>• Identify problems and propose solutions through evidence-based inquiry</td>
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<tr>
<td>Opposing viewpoints, as part of the group’s research.</td>
</tr>
<tr>
<td>Students will assess their own participation within the two class debates and the group presentation. Students will assess their own and other team members’ participation for each debate. The class presentation assessment will be part of the larger portfolio. Mid-semester, students will assess the division of labor and organization plan between students for the group presentation. After the presentation, students will assess their own effectiveness within the group, as well as grade the efforts of fellow students within the group. This self-assessment will be part of the overall group presentation grade.</td>
</tr>
<tr>
<td>Students will submit several assignments to demonstrate their planning in their participation in the group presentation and in the two class debates. Each group will submit engage in reflective journal, as part of a larger portfolio, recording their own time management, organizational issues, and planning. Furthermore, the regular in class writing assignments will require students to organize their time in order to stay current with assigned reading.</td>
</tr>
<tr>
<td>Students will be required to use the Writing Center and attend extra-curricular activity that relates to workplace justice issues throughout the semester. This includes a student organization meeting, or attending an event at the CUNY Murphy Center, the CUNY labor education center. In addition, students will have to engage directly with one NYC based organization for workplace justice.</td>
</tr>
</tbody>
</table>
John Jay College of Criminal Justice, CUNY
445 W. 59th St., New York NY 10019

Struggles for Justice in the Workplace
3 credits

Professor: Susan Kang
Semester: Fall 2013
Course Code: POL 1XX
Course Section: 00
Classroom: 0000
Class time: 00.00-00.00/period 0
Professor’s office: 09.65.31 New Building
Office Hours: M/W @ 1:30PM-2:30PM
Professor’s phone and e-mail: skang@jjay.cuny.edu
646-557-4664 (email is best)

Course Prerequisites: None

Course Description:

This course examines the ways that workers in the U.S. have fought for their rights both collectively and as individuals. Drawing on examples of workers' struggles in a variety of jobs and industries, the course explores topics such as the meaning of workplace justice, the role of unions, the plight of undocumented workers, and the pursuit of racial and gender equality in employment.

Course Learning Objectives:

Students will:
- Describe one's own relationship to significant issues of workplace justice, including questions of workplace discrimination, trade union issues, and economic justice as they relate to one's individual experience or personal knowledge
- Identify problems relating to workplace justice and propose solutions through evidence-based inquiry
- Assess the effectiveness of one's own role in collaborations with people of diverse backgrounds
- Demonstrate effective planning and reflection to accomplish specific course outcomes
- Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth

Required Texts:
Various electronic readings will be made available via the course Blackboard page. Such readings are noted with an asterisk (*) in the course calendar.

Policy on Attendance, Etiquette, and Participation: Students are expected to attend class regularly, arrive on time, and come prepared having done the assigned reading for the day prior to class. If you must arrive late, you are requested to do so in a considerate and unobtrusive manner.

Students are expected to actively engage within class discussion, including leading a class discussion, planning and participating in a class presentation, and providing feedback to other students for their leadership and presentation. Please note that this is an essential part of your grade and that your absence, particularly for group assignments, will negatively affect your grade.

Students are expected to behave in a manner that is respectful of their fellow students and professor. Please put away all mobile devices and turn off the ringer volume prior to coming to class. Disruptive behavior is not allowed in the classroom and engaging in such behavior will affect your grade and worse, affect the educational experiences of your classmates. Please take responsibility for how your actions affect the classroom environment.

Late Policy: A fundamental part of the First Year Experience is learning time management. Thus you are expected to hand in you many written assignments on time. However, I will grant two “free days” by which you can hand in a paper late. This means you may hand in one paper late two days with no penalty, or you can hand two papers in one day late each, with no penalty.

If a paper is not handed in at the start of class on the due date (as a stapled hard copy), you will lose a letter grade immediately, and another letter grade every 24 hours after that.

Incomplete Grade Policy
According to the John Jay College Undergraduate Bulletin (http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20112012.pdf), an Incomplete is only “given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.” Incomplete coursework is a major inconvenience for students and instructors, especially given the significant vacation breaks between semesters. Legitimate excuses include verified illnesses and family emergencies. No incompletes will be given unless you have a prior written agreement with the instructor.

Plagiarism: Plagiarism and cheating are violations of CUNY’s policy on academic integrity. By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also p.231 of the JJC Undergraduate Bulletin:

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 sources. 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 and pasting” from various sources without proper attribution (http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20122013.pdf)

Accessibility:
If you have special needs, please contact the Office of Accessibility Services (Room L.66.00 New Building, 212.237.8031) and bring the professor documentation, so appropriate steps and accommodations be made. Furthermore, if you have situations or circumstances that affect your ability as a student in this class, please feel discuss this with the professor as soon as possible.

Assessment: Students will be graded on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of grade</th>
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</thead>
<tbody>
<tr>
<td>In class writing prompts</td>
<td>20%</td>
</tr>
<tr>
<td>In class debates (2)</td>
<td>10% (5% each)</td>
</tr>
<tr>
<td>Participation/preparation</td>
<td>10%</td>
</tr>
<tr>
<td>Group presentation</td>
<td>40% (15% individual paper)</td>
</tr>
<tr>
<td>Exams (2)</td>
<td>20% (10% each)</td>
</tr>
</tbody>
</table>

**In class writing prompts:** Each week, we will do an in class writing prompt based on how concepts from the reading relate to your own experiences (or related personal knowledge) as workers and activists for justice. You are required to complete at least 10 writing prompts. Not each week will have a writing prompt, but you will have more than 10 writing prompt opportunities. They will be graded as satisfactory or unsatisfactory. A satisfactory paper demonstrates that you have done the reading, understand the materials, and have made connections to your experiences and personal knowledge. An unsatisfactory paper does not demonstrate these three factors. There are no make up opportunities.

**In class debates:** Students will participate in two in class debates. Based on the reading and class discussion, you will be expected to argue a position with your fellow classmates on one side of a controversy. The topics are: 1) Should NY become a Right to Work State? and 2) Should American Workers Protect the Workplace Rights of Undocumented Workers? You will be randomly assigned a position, and I will direct you to online resources. Your debate grade will be determined by your participation, your peer’s assessment of your participation, and assessment of the group participation process.

**Participation:** Your participation grade will reflect your preparation, your timely (non-tardy) attendance, and on-topic contributions to class discussion. You will receive a mid-semester tentative participation grade during week 8, which will be available via Blackboard. If you are
unhappy with this grade, you are welcome to make an appointment with me so we can discuss ways to improve your grade.

Group presentation: The bulk of your grade is the group presentation. Each group will be assigned a topic on a contemporary struggle for workplace justice in the United States. These are campaigns led by activists to improve the conditions for different groups of workers. You will be required to research this activist campaign, interview (either via phone or in person) a representative of this group, and present a history of the campaign to the class. This presentation will educate fellow students about the organization, the campaign, as well as some opposing viewpoints that have frustrated the campaign. In addition to the presentation itself, during week 12, students will hand in a portfolio of related materials. This will include the following

- A individual research paper on the topic, including formal citations and bibliography (5 pages) (15 pts). Note: You must bring a draft of the paper to the Writing Center, and include the Writing Center sheet and original draft with your final paper.
- A research and organizational plan (first draft due at the end of Week 7); revised, finalized plan (2.5 pts)
- Assessment of your own contribution to the team, including challenges and solutions, and assessment of fellow students’ contributions (2.5 pts)
- 1-2 page response to one other group’s presentation, explaining how that particular presentation related to your own experiences and personal knowledge as a worker, student, activist, and citizen (5 pts)
- The in class presentation itself (5 pts)

Topics:
- Domestic Workers United: campaign for domestic workers rights in NY and the United States
- Chinese Staff and Workers’ Association- campaign to improve wages and working conditions for Chinese workers in NYC
- Freelancer’s Union: campaign to provides rights and benefits to independent workers
- NYC Taxi Workers Alliance: Campaign to protect rights and safety for NYC taxi drivers
- NYC based May First Coalition: Campaign to protect immigrant workers rights in NCY
- Model Alliance: NYC based campaign for workplace protection for models

Tentative course schedule
(Please note that all readings available on Blackboard are marked with an asterisk (*). Readings are found under the “Course Documents” folder).

Part I: Collective Struggles for Workplace Justice

Week 1: What is workplace justice? American and International perspectives
Readings: International Labor Organization Constitution*
Speech by Eugene Debs, “What can we do for the working people?” (April 1890)*
Text of the National Labor Relations Act (http://www.nlrb.gov/national-labor-relations-act)*
Text of Universal Declaration of Human Rights

Writing Prompt #1: How do the UDHR’s understanding of workplace justice relate to my own experiences and personal knowledge as a worker?

Week 2: What’s wrong with workplace justice in the United States today?

Justice on the Job, chapter 2,
Writing Prompt #2: Based on my experiences and personal knowledge, does the current law for workplace representation make sense or need changes? Why?

Week 3: Institutions, unions and workplace rights
Justice on the Job, chapter 3
Justice on the Job, chapter 5
Writing Prompt #3 in class Based on the readings, would I want a union at a current or past place of work and why or why not? What might be the benefits or disadvantages a union?

Week 4: Anti-union movement
Selections from National Right to Work Legal Defense Fund Webpage

Justice on the Job, Chapter 10

Writing Prompt #4 in class: As a jobseeker, would I be drawn to a company or workplace that had a reputation of cooperating with unions or as a workplace that avoided unions? Why would I have such a preference?

Week 5: Debate and exam
In class debate #1: “Right to Work” vs. “Union Rights”
Exam I

Part II: Intersectionality and Workers

Week 6: Race and Workplace Justice

Writing Prompt #6 Do you agree with the idea that “labor” is generally white and male, particularly when considering international human rights treaties and American labor laws?
Based on your position (race, class, gender) what problems do you see with the “white male” assumptions of labor laws?

Week 7
Film: Matewan
Writing Prompt #7: How do race and ethnicity disrupt or aid attempt to create solidarity between the miners? How have race and class been barriers at creating workplace solidarity in your own experiences and personal knowledge?

Research and organizational plan, first draft, due

Week 8: Gender and Workplace Justice: Care Work
Writing Prompt: Who does Care Work? Why is it significant when thinking about workplace justice? Do you believe, based on your experiences and personal knowledge, that the current distribution and value of carework should change? Why or why not?

Week 9: Gender inequality, continued:
Film: Made in Dagenham
Writing Prompt: If you were a male worker in the Dagenham Ford Factory, would you be supportive of the women’s strike? Why or why not?

Week 10: Immigration status and Workplace Justice
Writing Prompt: How has the US law been interpreted in regards to immigrant status? Does this seem to violate your interpretation of US and International laws on workplace justice?

Week 11:
Debate: Given the limited resources of advocates for workplace justice, should we support employment rights for all regardless of immigration status?

Unit 3: The future of workplace justice: remaining issues and employment

Week 12: Presentations: Current unresolved struggles for workplace justice

Week 13: “Low Quality” jobs
Justice on the Job, Chapter 6
Week 14 Justice issues with “High Status” jobs
Writing Prompt: Do you believe based on these accounts of high status, high pay workers that such workers are vulnerable? Are these accounts surprising to your understanding of work and why or why not?

Final exam (75 minutes) during final exam period
Final Portfolio due during final exam period (including research paper, work 15% of grade)
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: 23-Aug-12

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

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

   b. Name and contact information of proposer(s) Marcel Roberts

      Email address maroberts@jjay.cuny.edu
      Phone number(s) 6465574831

2. a. Title of the course: SCI 1XX (114) Scientific Principles of Forensic Science

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Sci Princip FOS

   c. Level of this course   __X__100 Level   ____200 Level   ____300 Level   ____400 Level

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

   This course will be offered at the 100 level because it does not require any prior knowledge in science. Students will be introduced to fundamental scientific procedures and definitions. The information provided is line with a general education science requirement.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): SCI 114

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.)

   To comply with the Common Core structure recommended by the Pathways Task Force: To offer students a well-rounded education that emphasizes critical thinking skills; to stimulate intellectual curiosity; and to encourage students toward a pathway of lifelong learning.

   Forensic Science is the application of all natural sciences to the criminal justice system. This course will present fundamental scientific principles such as the scientific method,
data collection, analysis and interpretation and error analysis. Students will learn how to
draw and map a crime scene, scale sketches, and use microscopes. The identifying of
unknowns, such as the presence of blood and the determination of the DNA’s origin, will
reintroduce students to observe a phenomenon, generate a theory, predict an outcome
and test their theory. The forensic science’s criminal justice component will be outlined
by studying how the courts affect what science is admissible and how it relates to
contemporary culture.

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

This course is an introduction to basic scientific investigative methods used in forensic
science. It is primarily laboratory based and students will examine materials for the
presence of blood, analyze hair and fibers, isolate DNA, analyze soil samples, and study
landmark cases in forensic science to contrast fact from fiction. To be an effective
“scientific investigator,” students will learn how to apply chemistry, biology, and physics
to analyze data in order to solve criminal justice problems.

[Note: this course is for non-Forensic Science majors.]

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): None.

6. Number of:
   a. Class hours 3 (1 lecture, 2 lab)
   b. Lab hours 2 lab
   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?

   1. Identify and apply the fundamental concepts and methods of a life or
physical science.

Establish broad fundamental scientific concepts theories, and principles in physical and biological sciences, and scientific literacy by performing several laboratory experiments where students will:

- Correctly use tools for measurements and reproduce crime scenes to scale;
- Recognize the scientific method by performing laboratory experiments such as the presumptive test for blood;
- Learn to use correct terminology in a scientific setting;
- Recognize the importance of controls in a scientific experiment by running a DNA gel;
- Distinguish between accuracy and precision, and the significance of errors;
- Learn to reproduce established protocols;
- Draw appropriate scientific conclusions from evidence and experimental data;
- Understand the role of creativity in problem solving.

2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.

Accrue hands-on laboratory and practical research skills, including emphasizing the role of quality assurance, objectivity in scientific data collection and how these relate to the system of professional ethics in science. Students will:

- Study fundamental parameters such as density and the influence of mass and volume, by looking at the liquid displacement of objects of various composition:
- Outline positive and negative controls for the presumptive test of blood and DNA gel electrophoresis in order to validate their experiment.
- Make predictions on the outcome of and test theories by investigating the statistics of throwing dice.

3. Use the tools of a scientific discipline to carry out collaborative laboratory investigations.

- Demonstrate lab safety and proper laboratory protocol while performing laboratory experiments;
- Use spot testing techniques when testing for the presence of blood;
- Discover liquid-liquid extraction when isolating DNA;
- Learn gel chromatography when identifying the origin of a DNA sample;
- Familiarize themselves with scientific databases when researching landmark forensic science cases and the impact of forensic science on society.

4. Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.

- Learn proper harvesting methods and gather their own samples for the hair and fiber experiment;
- Record and be able to present on demand their actions in performing laboratory experiments;
- Interpret their results and report on the identity or composition of unknown samples such as: presence or not of blood;
  ◦ Density of a material;
  ◦ Origin of a DNA sample;
  ◦ Components of a soil sample.
5. Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
   - Discriminate between scientific and non-scientific resources by describing the basic components of a scientific investigation, and contrast this with non-scientific statements;
   - Be introduced to popular scientific journals, such as Scientific American and the American Journal of Forensic Sciences, to assess their validity;
   - Look at representations of forensic scientists in the media and popular culture in show such as CSI, Law and order and Dexter to compare to non-fiction scenarios.

9. Will this course be part of any major(s), minor(s) or program(s)?
   - X No ______ Yes
     If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

10. Will this course be part of JJ’s general education program? (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)
    - No ___ Yes X
      If yes, please indicate the area:
      Required Core: English Composition _____ Quantitative _____ Natural/Life Sciences __X_

Please explain why this course should be part of the selected area.
The course should be part of the required core because of the following:

Fundamentals of science education required in the common core curriculum: To offer students a well-rounded education that emphasizes critical thinking skills; to stimulate intellectual curiosity; and to encourage students toward a pathway of lifelong learning.

The core concepts and skills underlying this course are a part of the fundamental concepts of physics, chemistry, geology, and biology. They are concepts that all undergraduate students should know and be able to do as a part of a well-rounded college education.

11. How will you assess student learning?
    Blackboard Discussions, Turning Technologies Response System, laboratory experiments, in-class group work, quizzes and tests. These will be assessed using the established departmental rubrics.

12. Did you meet with a librarian to discuss library resources for the course?
    - Yes__X__ No
      • If yes, please state the librarian’s name  Marta Bladek
• Are there adequate resources in the library to support students’ work in the course?
  Yes___X____  No________

• Will your students be expected to use any of the following library resources? Check all that apply.
  ➢ The library catalog, CUNY+: X
  ➢ EBSCOhost Academic Search Complete _____
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) : X
  ➢ LexisNexis Universe _X___
  ➢ Criminal Justice Abstracts __X__
  ➢ PsycINFO _____
  ➢ Sociological Abstracts _____
  ➢ JSTOR _____
  ➢ SCOPUS :
  ➢ Other (please name)
    ACSPUB, PUBMED, popular science

13. **Syllabus – see attached**

14. **Date of Department curriculum committee** approval _____November 15, 2012_____

15. **Faculty** - Who will be assigned to teach this course? Dr Marcel Roberts and others

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

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
  X  Not applicable
  ___No
  ___Yes. If yes, give a short summary of the consultation process and results.

18. Will any course be **withdrawn**, if this course is approved?
  X  No
  ___Yes. If yes, number and name of course(s) to be withdrawn.

19. **Approvals:**
  **Lawrence Kobilinsky**
  Chair, Proposer’s Department

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number</strong></td>
<td>SCI 114</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Scientific Principles of Forensic Science</td>
</tr>
<tr>
<td><strong>Department(s)</strong></td>
<td>Science</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>General sciences</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
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</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Pre-requisites</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Catalogue Description**
This course is an introduction to basic scientific investigative methods used in forensic science. It is primarily laboratory based and students will examine materials for the presence of blood, analyze hair and fibers, isolate DNA, analyze soil samples, and study landmark cases in forensic science to contrast fact from fiction. To be an effective “scientific investigator,” students will learn how to apply chemistry, biology, and physics to analyze data in order to solve criminal justice problems.

**Sample Syllabus**
Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**
☐ current course  ☐ revision of current course  ☒ a new course being proposed

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

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ English Composition</td>
<td>☐ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☐ US Experience in its Diversity</td>
</tr>
<tr>
<td>☒ Life and Physical Sciences</td>
<td>☐ Individual and Society</td>
</tr>
<tr>
<td></td>
<td>☐ Scientific World</td>
</tr>
<tr>
<td></td>
<td>☐ Creative Expression</td>
</tr>
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C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

<table>
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<tr>
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Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
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- Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
SCI 114 Syllabus
City University of New York- John Jay College of Criminal Justice
524 West 59th Street, New York, NY, 10019

SCI 114 Section XX

Professor's name: Dr. Marcel Roberts
Office location: 5.61.04 New Building
Contact hours: M/W 1300-1400 hrs or by appointment.
Phone: (646) 557 4831
E-mail address: marobert@jjay.cuny.edu

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[Note: this course is for non-Forensic Science majors.]

Learning outcomes

1. Identify and apply the fundamental concepts and methods of a life or physical science.

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- Look at representations of forensic scientists in the media and popular culture in show such as CSI, Law and order and Dexter to compare to non-fiction scenarios.

Course prerequisites or co-requisites: None
Requirements / Course policies

- Quizzes may be given at any point during the semester and may be unannounced. Quizzes will be given during the first ten minutes of the lecture session. If you are late you will not be allowed to take the quiz. There are no make up quizzes.

- Attendance is required for both lecture and laboratory sections. A total of four or more unexcused absences will adversely affect your grade. Students are responsible for legibly signing the attendance sheet and will considered absent if they do not. Students are required to observe all safety rules, including wearing safety glasses during lab work and cleanup. Students without safety glasses will be barred from the lab for that period and will receive an absent mark. Whoever has not expressed attendance within the first 15 min or arrives later will be counted as late. Two lateness marks will equal one absence. Three absences will incur a deduction from lab participation. Students arriving late must contact the instructor at the end of the session before leaving the lab.

- Cell/Smart phone usage is not permitted in lab or lecture and must be turned off or placed on silent (not vibrate). Texting or messaging during class is strictly forbidden. During an exam the usage of a cell phone or texting will result in a zero for that exam. If the student needs to use the phone they can leave the room. If caught using the phone in the room the student will be asked to leave to room and upon multiple infractions may be barred from the lab for that sessions and marked absent. (We would not have this rule if it were not needed)

- We cannot guaranty any makeup exams or labs.

- Proper laboratory attire is mandatory. Deviation from the guidelines presented in the safety list will lead to a dismissal from the period and a mark of absent.

- **Failure to possess and wear lab goggles is inexcusable.**

  **Goggles are mandatory for all lab sessions including recitations! The minimum penalty for not having or wearing your goggles is a zero for the lab and dismissal from the period with a marked absence**

- Students are required to address their professors and each other with respect. This applies to in and outside of the classroom and also in electronic
communications.

Required Texts

Forensic Science: Fundamentals and Investigations
By Anthony J. Bertino South-Western Educational Pub
ISBN-10: 0538445866
Marble notebook needed for lab.

Grading

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Laboratory</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case report: presumptive blood</td>
<td>Lab 1: Scaling and conversions</td>
<td>Attendance:</td>
</tr>
<tr>
<td>12.5</td>
<td>3.75</td>
<td>2</td>
</tr>
<tr>
<td>Case report: predicting outcomes</td>
<td>Lab 2: Analysis of blood</td>
<td>Participation:</td>
</tr>
<tr>
<td>12.5</td>
<td>3.75</td>
<td>2</td>
</tr>
<tr>
<td>Case report: DNA fingerprinting</td>
<td>Lab 3: Crime scene</td>
<td>Protocol:</td>
</tr>
<tr>
<td>12.5</td>
<td>3.75</td>
<td>1</td>
</tr>
<tr>
<td>Case report: Hair analysis</td>
<td>Lab 4: Predicting outcomes</td>
<td></td>
</tr>
<tr>
<td>12.5</td>
<td>3.75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lab 5: Isolation of DNA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.75</td>
<td></td>
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<tr>
<td></td>
<td>Lab 6: Hairs and fibers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.75</td>
<td></td>
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<tr>
<td></td>
<td>Unknown 1: Presumptive blood</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unknown 2: DNA victim or suspect</td>
<td></td>
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<tr>
<td></td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unknown 3: Hairs and fibers</td>
<td></td>
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<td></td>
<td>4.5</td>
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<td></td>
<td>Midterm:</td>
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<td></td>
<td>9</td>
<td></td>
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<tr>
<td>Total: 50.0</td>
<td>Total: 45.0</td>
<td>Total: 5.0</td>
</tr>
</tbody>
</table>

- There will be 4 case reports (presumptive blood, predicting outcomes, DNA fingerprinting and hair analysis) for 12.5 points each (for a total of 50 points). Each report will include a short 10 question section.
The laboratory grade itself consists of 6 labs (3.75 point each), 3 unknowns (blood, DNA and hair/fiber 4.5 points each) and midterm (9 points) for a total of 45 points.

- Attendance, participation and protocol together are worth 5 points

Letter grades determination.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100.0</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83.0-87.0</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73.0-77.0</td>
</tr>
<tr>
<td>C-</td>
<td>70.0-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67.1-69.9</td>
</tr>
<tr>
<td>D</td>
<td>63.0-67.0</td>
</tr>
<tr>
<td>D-</td>
<td>60.0-62.9</td>
</tr>
<tr>
<td>F</td>
<td>Below 60.0</td>
</tr>
</tbody>
</table>

1. Case Reports
Each student is expected to write and submit 4 case reports (presumptive blood, predicting outcomes, DNA fingerprinting and hair analysis), a hard copy and electronic submission to Turnitin.com. Each report will detail the origin and implication of the experiment and summarize the landmark case associated with it. Each lab will end with a 10 question quiz. *A separate handout will provide additional details on the requirements for the successful completion of this assignment. Reports will be due on XXXX* No reports will be accepted after this date. Please see additional Handout for Research Guidelines.

3. Lab Manuals and labs
Proper note taking and recording of ones work is imperative in forensic science. The Lab Manual is to be completed during the Laboratory exercise and should be handed in at the end of each Lab to signed off (prior to the student leaving the Lab). The manuals are to be neatly completed (legible) and all results noted, calculations completed and questions answered as related to the respective laboratory exercise.

*We cannot guaranty make-ups of labs due to time constraints*

4. Unknowns
There will be unknowns for some the laboratories (Presumptive blood, DNA and hair/fiber analysis). Students will be asked to confirm their abilities by identifying these unknowns.

*We cannot guaranty make-ups of unknowns due to time constraints*

4. Laboratory Midterm
There will be a practical exam for the Lab. The exam will cover information discussed in the Recitations as related to the laboratory exercises, and also the laboratory exercises (calculations, interpretation etc). NO Personal phones or PDA’s may be used.

Course calendar

Week 1 Introduction to Forensic science and the role of observation
  Chapter 1: Observation Skills
  Lecture will focus on the role of forensic science and the power of observation. What do we look for, how do we record it and how we interpret it.
  Students will learn about and safety and protocol.
  Lab 1: Lab Safety. Observation and recording in science. Measurements, significant figure and scientific notation. Focusing on properly recording distances
  Lab 2: First day working the crime scene. Students will learn how to process the scene and record the information.
  Reading/Viewing:
  Visionlearning.com: The Process of Science by Anthony Carpi, Ph.D., Anne E. Egger, Ph.D.

Week 2 How to approach and unknown: the generation of a method.
  Lecture: Detailing the scientific method to approach an unknown.
  Lab 1 Study of early work of pioneers in forensic science: Edmond Locard
  Lab 2 Study of early work of pioneers in forensic science: Mathieu Orfila
  Reading/Viewing:
  Visionlearning.com: Research Methods: Experimentation by Anthony Carpi, Ph.D., Anne E. Egger, Ph.D.

Week 3 Measures and scales.
  Students will learn how to use the proper tools for measurements and scaling methods.
  Lecture: Crime scene analysis (scaling), measurements in forensic science and errors
  Chapter 2: Crime Scene Investigation and Evidence Collection.
  Lab 1: Scaling and conversions. Collecting evidence at the scene and measurements.
  Lab 2: Reproduction of the scene in smaller scale.

Week 4 The fluid of life: Blood
  Chapter 8: Blood and Blood Spatter
  Students will learn about spot test chemical reactions and how to use positive and negative controls.
  Lab 1: Chemical analysis of blood. phenolphthalein and false positives
  Lab 2: Continuation of false positives and study of blood spatter.

Week 6 Reporting and interpreting multiple data.
  Lecture: Data doesn’t exist in a vacuum, how to we pull it all together.
  Students will learn about the importance of scrutinizing data and pooling information.
  What is valid versus invalid information?
  Lab 1: The significance of one piece of data in class versus TV. (recitation)
  Lab 2: How to select data and interpret error. (recitation)
Week 7 Case study about blood at crime scene
Lecture: Case study.
Students will study a case involving a bloody crime scene: the military training camp murder.
Lab 1: offered a case study (of a bloody crime scene). How to make a first step?
Lab 2: Students have to develop their own method for the collection and analysis of the scene. It will be compared to current protocols

Week 8 Statistics
Chapter 7: DNA Fingerprinting
Lecture: Basic Statics: What are the odds?
Students will learn about the importance of statistic in forensic science. How the propagation of odds influences evidence selection. Students will learn to make predictions based on possible outcomes.
Lab 1: Predicting dice throws, generation of possibility tables (standard statistic lab)
Lab 2: Commutation and propagation of odds.
Lab midterm.
Reading/Viewing:
Visionlearning.com: Data: Statistics by Anthony Carpi, Ph.D., Anne E. Egger, Ph.D.
Visionlearning.com: Data: Uncertainty, Error, and Confidence by Anthony Carpi, Ph.D., Anne E. Egger, Ph.D.

Week 9 DNA
Chapter 7: DNA Fingerprinting
Lecture: DNA Fingerprinting
Student will learn about the fundamental of DNA and how it is used in paternity testing.
Lab 1: Isolation of DNA from cheek cells.
Lab 2: Gel electrophoresis of DNA standards. Whose DNA is it, victims’ or suspect’s?

Week 10 DNA in popular culture.
Lecture How has DNA shaped the role of the forensic scientist?
Lab 1: Case studies involving DNA (The forensic community's response to September 11th).
Lab 2: Report Due on the influence of DNA.
Reading/Viewing:
NOVA: forensics on trial

Week 11 Study of the composition of matter and density
Chapter 14: Glass Evidence
Lecture: What are matter and density?
Students will learn what constitutes density and how it is used to separate evidence and microcomponents.
Lab 1: Study of volumes and compositions.
Lab 2: Study of densities.

Week 12 Hairs and fibers.
Chapter 3: The Study of Hair
Chapter 4: A study of Fibers and Textiles
Lecture: hairs and fibers.  
Students will learn how hairs and fibers are processed. Students will also be taught to find and mount and compare their own hair/fiber evidence.  
Lab 1: Study of fibers.  
Lab 2: Study of hairs.  

Week 13  
The importance of Forensic science in modern life  
Lecture: How did forensic science shape our past, future and present?  
Lab 1: Recitation in computer lab. Looking at literature for landmark forensic cases part 1 (Sacco and Vanzetti).  
Lab 2: Recitation in computer lab. Looking at literature for landmark forensic cases part 2 (The O.J. Simpson trial).  
Reading:  
Once more unto the breech: the firearms evidence in the Sacco and Vanzetti case revisited: Part I. Starrs JE.  
The naked Scientists post cast: Forensic Science.  
EurekAlert.org  

Week 14  
Forensic science in popular culture  
Lecture: The CSI effect, today’s Quincy.  
Lab 1: Recitation in computer lab. Fact versus Fiction in TV series part 1. Entertaining forensics (Collage of scenes containing forensic science from Quincy, CSI and CSI NY, Dexter, NCIS and Bones).  
Lab 2: Recitation in computer lab. Fact versus Fiction in TV series part 2. Informative(?) forensics: True-Crime TV (Collage of scenes containing forensic science from, Dateline, Forensic files, and 48 hours).  
Reading:  
American Scientist: Science Observer column  
Io9.com: debunker, daily explainer and data evaluator.  

Week 15  
Forensic Science in the Media.  
Lecture: How is forensic information given to the public?  
Lab 1: Recitation in computer lab. Paper press (NY times, Times, NY Post, Daily News)  
Lab 2: Recitation in computer lab. Fact versus Fiction in TV series part 2. Informative(?) forensics: True-Crime TV (Collage of scenes containing forensic science from, Dateline, Forensic files, and 48 hours). TV press and commercials on Youtube.com, TruTV and Dailymotion.com  
Last report due  
Reading/Viewing:  
Scientific American, Popular Science  

College wide policies for undergraduate courses (see the Undergraduate Bulletin, Chapter IV Academic Standards)  

A. Incomplete Grade Policy  
B. Extra Work During the Semester  
C. Americans with Disabilities Act (ADA) Policies
Sample syllabus statement: “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.”

Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

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.

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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)

Plagiarism detection software - the College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. If you will be using any plagiarism detection software in your course, you must state it on the syllabus.

For a syllabus template, see the Faculty eHandbook on the Center for Teaching website at: http://resources.jjay.cuny.edu/ehandbook/planning_syllabus.php#syllabus

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
**CUNY Common Core**  
**Course Submission Form**

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</strong></td>
<td>MAT 108</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Social Science Mathematics</td>
</tr>
<tr>
<td><strong>Department(s)</strong></td>
<td>Mathematics and Computer Science</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Mathematics</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Pre-requisites (if none, enter N/A)</strong></td>
<td>Placement exam or MAT 104 or MAT 105</td>
</tr>
<tr>
<td><strong>Co-requisites (if none, enter N/A)</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Catalogue Description</strong></td>
<td>Recommended for students interested in the role of mathematical models in the quantification of the social sciences. Emphasis on mathematical skills and topics basic to the understanding of probability, linear programming, the power index, learning models, statistics, etc.</td>
</tr>
<tr>
<td><strong>Special Features (e.g., linked courses)</strong></td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

**Sample Syllabus**

Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

- current course
- revision of current course
- a new course being proposed

**CUNY COMMON CORE Location**

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

**Required**
- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

**Flexible**
- World Cultures and Global Issues
- US Experience in its Diversity
- Individual and Society
- Scientific World
- Creative Expression

**Learning Outcomes**

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

**I. Required Core (12 credits)**

**B. Mathematical and Quantitative Reasoning:** Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:
In this course, students will study real-world data through the lenses of three different mathematical methods: linear programming, probability, and statistics. Students will study maximization and minimization problems in realms including personal finance, public transit, and business decision-making. Students will evaluate and interpret the likelihood of events, with examples relevant to sports, college admissions, and disease testing. Students will learn the fundamental science of studying and drawing conclusions from quantitative data, applying these methods to human anatomy and political polling.

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.

From an equation, students will be able to successively deduce one or more simpler equations. Students will be able identify techniques that will lead to accurate resolution based on the task. To that end, students will use appropriate algebraic, numerical, graphical, or statistical methods for given tasks and be generalize multiple techniques for a family of mathematical tasks. In order to facilitate this, students will develop a working knowledge of Maple 18 software. This software will support students’ understanding of linear, non-linear (quadratic), logarithmic, and parametric equations. This will support students in modeling with equations; modeling variation.

- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.

Verbal arguments are central to the solution of problems in probability and statistics. Students will be able to explain why their method of solving a problem is appropriate and what the results of their computations mean in intuitive and real-world terms. Students will learn that a solution is incomplete if verbal arguments are not included. In addition, applied problems in all three topics studied in the course require students to discussion of how the problem can be translated to mathematics and what the mathematical solution means in the context of the problem.

- Represent quantitative problems expressed in natural language in a suitable mathematical format.

As discussed above, students will apply the theories of linear programming, probability, and statistics in abstract and applied situations. Students will be able to express, with comprehension, an analysis of underlying mathematical concepts covered during the course. Students will communicate mathematically (Cognitive fluidity in mathematical discourse). Students will be to transition along the following continuum:

1) Teacher to Student (teacher starting and carrying the conversation with the student; which is the lowest level discourse);

2) Teacher to Student (Teacher starting the conversation with student; that student responsible maintaining fraction of conversation);

3) Student to Student (students conversing about mathematical ideas); and

4) Student to Teacher (student starting conversation with teacher; both equally responsible for keeping the conversation going; which is the highest level of discourse)

Students will engage in articulate expression through effective writing

- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
and speaking, to think critically and creatively, to locate, evaluate, and use information effectively and to integrate different areas of knowledge and view ideas from multiple perspectives. For example, students will be able to articulate, with accuracy, the meaning of a function relative to real word scenarios such as climate change.

<table>
<thead>
<tr>
<th>The content of the course is primarily focused on the analysis and solution of problems using the methods learned in the class. Students will solve problems where solutions are not apparent (Non routine problems) and model these outcomes under varying conditions. Student will be able to model several solutions of problems with the usage of Maple software in order to estimate parameters of solutions over several variables and time series.</th>
<th>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will evaluate mathematical theories in this course and its ability to give correct results in applied situations across the curriculum. In particular, students will develop intuitive solutions to linear programming problems that support understanding of how the theory gives a formal, systematic method of reaching solutions in biology and other areas science. Students will learn that the the results of linear programming can be extended to a discussion of consumption and production, in particular in the context of capitalist economic systems. Students will see that probability is relevant to real world issues such as the efficacy of disease tests and biases in college admissions.</td>
<td>• Apply mathematical methods to problems in other fields of study.</td>
</tr>
</tbody>
</table>
John Jay College of Criminal Justice  
899 10th Ave. New York, NY 10019  
MAT 108-01: Social Sciences Mathematics  
Fall 2012

Room: NB L.01.23  
Time: Monday, Wednesday 8:00-9:15 AM  
Credits: 3  
Prerequisites: placement examination, MAT 104, or MAT 105

Instructor: John Doe  
Office location: NB 1.23.45  
E-mail address: jdoe@jjay.cuny.edu  
Office phone: 212-234-5678  
Office hours: Monday, Wednesday 10-11 AM and by appointment

Course description: Recommended for students interested in the role of mathematical models in the quantification of the social sciences. Emphasis on mathematical skills and topics basic to the understanding of probability, linear programming, the power index, learning models, statistics, etc.

We study a variety of mathematical topics that are necessary for quantitative aspects of the social sciences, covering four topics:

- Linear programming seeks to maximize a quantity subject to given constraints. We consider quantities and constraints given by linear equations and inequalities. Students will also graph lines, solve systems of linear equations, and graph systems of linear inequalities.
- Sets and combinatorics give us convenient ways of representing and counting large and complex collections of objects. We focus on examples relevant to probability.
- Probability quantifies the likelihood that an event will occur. We study equally likely outcomes, conditional probability, independence, Bayes’ Theorem, and expected value, with an emphasis on practical applications.
- Statistics is the fundamental science of studying quantitative data. Students will explore statistical measures and probability distributions, in particular the normal and binomial distributions, and apply their knowledge to real-world data sets.

Learning outcomes:

At the end of the semester, the successful student will be able to:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.

Homework: Homework assignments will be assigned weekly and are due the following Monday unless otherwise specified.

Tests: There will be three tests during the semester in addition to the final examination. Review sessions will precede each test and the final. Each test covers the material presented between that test and the previous test. The final is cumulative. **IT IS THE POLICY OF THE MATH DEPARTMENT POLICY THAT AN INDIVIDUAL SCORING LESS THAN 40% ON THE FINAL EXAMINATION AUTOMATICALLY RECEIVES A FAILING GRADE FOR THE COURSE.**

Calculators: A calculator is recommended for this course; a pocket calculator will suffice. Calculators will be allowed on the tests and final. However, graphing calculators, cell phones, and any device that can connect to the internet are not acceptable for use.

Grading: Your homework is worth 25% of your final grade, each test is worth 15%, and the final is worth 30%. Your final grade is determined by your average as follows:

- **A:** 93 or above
- **A-:** 90-92
- **B+:** 86-89
- **B:** 83-85
- **B-:** 80-82
- **C+:** 76-79
- **C:** 73-75
- **C-:** 70-72
- **D+:** 66-69
- **D:** 63-65
- **D-:** 60-62
- **F:** 59 or below

Course policies:

- Attendance is the student’s responsibility.
- There are no make-up tests except in extreme circumstances.
- Late homework is marked down 20%.

College wide policies for undergraduate courses (see the Undergraduate Bulletin, Chapter IV Academic Standards):

Grade of INC (INCOMPLETE): An incomplete grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. This grade will be considered in cases of major disruptions in the life of the student.

Extra Work During the Semester: Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Therefore individual extra credit assignments will not be available.

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

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

(Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3., http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

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Course Calendar (Day, topic and section):

1. Introduction
2. Cartesian coordinate system (1.1); straight lines (1.2)
3. Linear functions and mathematical models (1.3); intersection of straight lines (1.4)
4. Systems of linear equations (2.1)
5. Systems of linear inequalities (3.1)
6. Linear programming problems (3.2)
7. Graphical solution of linear programming problems (3.3)
8. TEST 1 REVIEW
9. TEST 1
10. Sets and set operations (6.1); number of elements in a finite set (6.2)
11. Multiplication principle (6.3)
12. Permutations and combinations (6.4)
13. Experiments, sample spaces, and events (7.1)
14. Definition of probability (7.2)
15. Rules of probability (7.3)
16. Counting techniques in probability (7.4)
17. TEST 2 REVIEW
18. TEST 2
19. Conditional probability and independent events (7.5)
20. Bayes’ Theorem (7.6)
21. Distribution of random variables (8.1); expected value (8.2)
22. Variance and standard deviation (8.3)
23. Binomial distribution (8.4)
24. Normal distribution (8.5)
25. Applications of the normal distribution (8.6)
26. TEST 3 REVIEW
27. TEST 3
28. FINAL REVIEW

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
### John Jay General Education College Option Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>POL 320</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>International Human Rights</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Political Science</td>
</tr>
<tr>
<td>Discipline</td>
<td>Political Science</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ENG 201, GOV 101 or POL 101, and junior standing or above.</td>
</tr>
</tbody>
</table>

**Course Description**

A review of the evolution of international human rights and of the legal instruments designed for their protection. A discussion of the main civil, political, social, economic and cultural rights in the International Bill of Rights. An examination of the theoretical foundations of the idea of human rights in various civilizations and cultures. Its legacy within the Western and non-Western traditions, and its meaning and relevance in dealing with the major challenges posed by international crimes, including genocide and war crimes.

**Sample Syllabus**

Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

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

### John Jay College Option Location

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

**Justice Core**

- [ ] Justice & the Individual (100-level)
- [ ] Struggle for Justice & Inequality in U.S. (300-level)
- [X] Justice in Global Perspective (300-level)

- [ ] Learning from the Past
- [ ] Communication

### Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
### I. Justice Core II: Justice in Global Perspective - Please explain how your course meets these learning outcomes

Students will:

<table>
<thead>
<tr>
<th>Throughout this course the students are asked to explain the struggle for human rights in different countries and at the global level. Particular attention is paid to the political context of the creation of the universal human rights regime and students are asked to address this in their exams. In addition, their research paper asks them to explain the development of one particular human right at the global level as well as within three different countries which forces them to tackle, dependent on the right and the country, the social, cultural and/or economic impetuses or limitations to rights.</th>
<th>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course analyzes the movement for human rights at the global, regional and national level, paying particular attention to successes of the human rights movement in bringing attention to human rights violations and changes in international and national law. Students are asked to illustrate their understanding of these changes on the final exam.</td>
<td>• Analyze how struggles for justice have shaped societies and cultures throughout the world</td>
</tr>
<tr>
<td>This course squarely takes on the universalism vs cultural relativist debate regarding human rights and requires the students to understand and articulate both perspectives, particularly in their exams and research paper.</td>
<td>• Differentiate multiple perspectives on the same subject</td>
</tr>
</tbody>
</table>
Course Overview
A review of the evolution of international human rights and of the legal instruments designed for their protection. A discussion of the main civil, political, social, economic and cultural rights in the International Bill of Rights. An examination of the theoretical foundations of the idea of human rights in various civilizations and cultures. Its legacy within the Western and non-Western traditions, and its meaning and relevance in dealing with the major challenges posed by international crimes, including genocide and war crimes.

Course Outcomes and Learning Objectives:
By the end of the course Students will be able to:

- Initiate, develop, and present independent research on a human right of your choice.
- Write effectively, engage in intellectually grounded debate, and form and express cogent arguments.
- Analyze the universal/culturally relative debate
- Analyze the efforts of states and the international community to address human rights issues

Requirements and Grades:
Students are expected to complete the required readings listed on this syllabus and come to class prepared to discuss the readings for that day.

Assignments for the course include two exams, four short papers, and a larger research paper. Participation will also be included in your final grade.

Exams: There will be two exams. These exams will consist of essay questions designed to address the major debates and issues discussed in class. Each exam is worth 15% of your final grade. There will be no make-ups offered for the exam unless you have a documented medical emergency.

Writing Points/Quizzes: There will be multiple points throughout the semester where you will be asked to do low-stakes writing assignments in class. These will not be
announced ahead of time and will serve as the basis of class discussion and/or a way to test your understanding of the material. You cannot make up writing points. Writing points are worth 10% of your final grade total. Expect 10 – 15 Writing Point Assignments spread throughout the semester.

**Research Paper:** You will write a longer research paper (12-15 pages) based on a human right of your choice. This paper will be due at the end of the semester and is worth 25% of your final grade. You will assess the evolution of that human right at the international level and then analyze the different ways that different states (one developed, one developing and the US) have addressed this right in their domestic context. The purpose of the paper is to analyze why different states have different stances on this right, as well as how closely different states adhere to their international obligations.

There will be four short papers due throughout the semester that will consist of each section of your longer research paper. One section will be on the international evolution of your human right. One will be on the actions of the US in response to your right. One will be on the actions of a developed country of your choice in response to your right and the last on the actions of a developing country of your choice in response to your right. Look for the bolded DUE in the syllabus for the due dates of each short paper. You will receive assignment guides for each section at the appropriate point during the semester. Each short (3 page) section is worth 5% of your final grade.

There will also be a peer review assignment for the long paper. You will be matched with a student doing a similar right and will be asked to read and provide feedback on the final draft of their paper in order to make their paper stronger. You will also benefit from their feedback on your paper. This assignment will be done in class and is worth 5% of your final grade.

**Participation and Professionalism:** You can also earn 10% of your final grade by participating effectively in class discussions and activities.

*Note: Professionalism refers to factors such as attendance, promptness, respectfulness, overall improvement, and other intangibles, to be evaluated and assigned at the discretion of the instructor.*

**Grade Summary**

- Exams: 15% each – 30% total
- Research Paper: 25%
- Section of the Paper: 5% each – 20% total
- Peer Review: 5%
- Writing Points/Quizzes: 10%
- Participation and professionalism: 10%

**Grading:**

- Late assignments will be penalized 10% for every school day that they are late.
• In order to receive a passing grade, students must complete all exams and assignments for the course.
• There will be no extra credit offered.

Grades are assigned as the following:
• 93-100% = A
• 90-92% = A-
• 87-89% = B+
• 83-86% = B
• 80-82% = B-
• 77-79% = C+
• 73-76% = C
• 70-72% = C-
• 67-69% = D+
• 63-66% = D
• 60-62% = D-
• 59 and below = F

*See Course Policies for an Explanation of Grades

**Statement on Attendance:** Attendance is required for this course. Missing more than two week’s classes (4 absences) will result in a reduced grade. Exceptions to this policy will be made on a case-by-case basis. In addition, arriving late and/or leaving early is highly discouraged so that you will not disrupt the learning of your peers.

**Office Hours:** I encourage students to come to my office hours to discuss any issues they have with the course as well as to further in-class conversations. My office hours are Mondays 4-5 and Wednesdays 1-2. I am also open to meeting with students at other times, just contact me to set up a meeting.

**Readings**
There are three required texts for this course. They are available for purchase at the College Bookstore.

- Jacobo Timmerman “Prisoner Without a Name, Cell Without a Number” University of Wisconsin Press, 2002

Additional readings are available on blackboard and this is noted in the syllabus.

You must bring your readings with you to class each day, as we will rely heavily on the readings during our class discussion.
In addition, students are strongly encouraged to read a daily newspaper in order to keep current on international politics. The BBC has an excellent, free website: bbc.co.uk

Course Policies:

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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. Paraphrasing, summarizing, 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.

Students caught plagiarizing will fail that assignment.

**College Policy on Cheating**

Students are prohibited from using books, notes, and other reference materials during examinations except as specifically authorized by the instructor. Students may not copy other students' examination papers, have others take examinations for them, substitute examination booklets, submit papers written by others, or engage in other forms of academic dishonesty.

Students caught cheating will fail that exam.

Source: [http://www.jjay.cuny.edu/academicStandards/undergraduate.asp](http://www.jjay.cuny.edu/academicStandards/undergraduate.asp)

**Accessibility:**

If you have special needs, please contact the Office of Accessibility Services (L 66.00 New Building) and bring me documentation, and we can take the appropriate steps and accommodations. Furthermore, if you have situations or circumstances that affect your ability as a student in this class or John Jay, please feel free to speak with me or send me an email as soon as possible. It is my goal for each of you to succeed and I will try to be as sensitive to the diversity of student needs.

**Diversity and Collegiality**

One of the most enriching aspects of an undergraduate education is participating in a classroom with students from a wide variety of ethnic and cultural backgrounds and from a diverse variety of perspectives. In order to facilitate optimal learning within such a diverse environment it is imperative that students listen, analyze and draw upon a diversity of views. To make this possible I expect collegial dialogue across cultural and personal boundaries.
Explanation of Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A–</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+, B, B–</td>
<td>Very Good</td>
</tr>
<tr>
<td>C+, C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C–, D+, D, D–</td>
<td>Poor -- Passing, but too many of these grades can lead to dismissal from the College because of a low grade point average.</td>
</tr>
<tr>
<td>F</td>
<td>Failure -- An F is not erased when the course is taken again and passed.</td>
</tr>
<tr>
<td>P</td>
<td>Passing -- The P grade is not computed in the grade point average and is authorized only for: 1. Remedial and developmental courses 2. Non-remedial courses for which the P grade is designated in the course description. 3. Courses taken on a Pass/Fail Option</td>
</tr>
</tbody>
</table>

This explanation of grades comes from the Registrar’s office. If you want to dispute a grade, you must have a clear argument as to why your work falls within a different category. ([http://www.jjay.cuny.edu/academics/761.php](http://www.jjay.cuny.edu/academics/761.php))

Course Schedule

**Week 1: Introduction**

January 30 – Introduction to Class

February 1 – What are Human Rights?

- *Declaration of the Right of Man and the Citizen* [France], 26 August 1789.

(all on blackboard)

**Week 2: History**

February 6 – Philosophical Underpinnings


February 8 –Development of the Regime(s)


THEORY

Week 3 and 4: Universalism vs Cultural Relativism

February 15


February 21


February 22 –

International Section of Paper DUE


HUMAN RIGHTS IN PRACTICE

Week 5: Economic, Social and Cultural Rights

February 27 –

February 29


Week 6: Civil and Political Rights

March 5


March 7


Week 7: Why Do Human Rights Violations Occur?
March 12 – Political and Economic Explanations

US Section DUE


March 14 – Psychological and Ideological Explanations

Thalhammer, Ch 3

Week 8: Surviving Human Rights Abuses
March 19/21

Timmerman Book – ALL

PREVENTING HUMAN RIGHTS VIOLATIONS and MIDTERM

Week 9: National Policies

March 26 - MIDTERM

March 28

Week 10: International Policies

April 2

Thalhammer, Ch 6

April 4

**Developed Country Section DUE**


SPRING BREAK – APRIL 9 - 13

Week 11: Regional Policies

April 16 –


April 18 – Individual Meetings with Professor Rutledge –

**Developing Country Section DUE at this meeting**
Week 12 – Individual Meetings with Professor Rutledge

April 23/25

Week 13 – Activism –

April 30

Thalhammer, Ch 1, 2, 4

May 2

Thalhammer Ch 5, 7
Browse the Amnesty International Website: amnesty.org

Week 14 – Human Rights and the US

May 7

PEER REVIEW
Mayer, Ch. 4, 5, 6

May 9

Mayer, Ch. 8, 11, 12

Week 15 –

May 14 – Review for Final

Paper Due

FINAL EXAM – May 21: 10:15 – 12:15
Course Revision Form

Date Submitted: November 8, 2012

1. Name of Department or Program: CJBS 101

2. Contact information of proposer(s):

   Name(s): Dr. Cheloukhine
   Email(s): sergueic@jjay.cuny.edu
   Phone number(s): # 8391


4. Current course description:

   This course is an introductory survey of the American criminal justice system with a view to its social and institutional context, and its structure and functioning. The course provides an overview of the foundations and components of the criminal justice system, including (substantive and procedural) criminal law, police, courts, and corrections. The main emphasis will be placed on the criminal justice process, and how the various institutions of criminal justice interact. Key issues will be addressed as they arise at different stages of the process, such as the conflict between crime control and due process, and conflicts related to, for example, gender, class and ethnicity.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours):
   c. Current prerequisites: POL 101

5. Describe the nature of the revision: drop the POL 101 pre-requisite.

6. Rationale for the proposed change(s):

   The rationale behind dropping POL 101 as a prerequisite for CJBS 101 is to make it easier for first and second year students and transfer students to take a one-semester introductory criminal justice course at John Jay College. The change would bring CJBS 101 in line with the course it is replacing: CRJ 101. CRJ 101 does not have any prerequisites.

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

b. Revised course title: NA

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA

d. Revised learning outcomes NA

e. Revised assignments and activities related to revised outcomes NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: No prerequisites

8. Enrollment in past semesters: Many sections every semester with an average enrollment of 34 students (CJBS 101 & CRGJ 101 [we are phasing out CRJ 101])

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

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

9b. Please explain why and how this course fits into the selected area: NA

9c. If yes, frequency and number of sections to be offered for General Education:

   Every semester ______  Number of sections: ______
   Fall semesters only _____  Number of sections: ______
   Spring semesters only _____  Number of sections: ______

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: November 8, 2012

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Dr. Maki Haberfeld and Dr. Cheloukhine (LPS)
Course Revision Form

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

Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: Fall, 2012

1. Name of Department or Program: Sociology

2. Contact information of proposer(s):

   Name(s): Richard E. Ocejo
   Email(s): rocejo@jjay.cuny.edu
   Phone number(s): (212) 237-8687

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

   SOC 216 Probation and Parole: Principles and Practices
   Abbreviated title: PROBATION & PAROLE

4. Current course description:

   Administrative organization and management in the probation and parole systems. Recruitment, training, assignment and supervision of probation/parole officers.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 101 and SOC 101

5. Describe the nature of the revision:

   We are changing the course title and the course description.

6. Rationale for the proposed change(s):

Approved by UCASC, Dec 7, to College Council, Feb 14, 2013
The existing course description is out of date, improperly focused, and stylistically inconsistent with other recently revised sociology course descriptions. This modification of the course description reflects the way most sections are actually taught.

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

   a. Revised course description:

   This course explores the history, evolution, and functions of probation departments and parole agencies as components of the criminal justice system. It examines the practice of "risk assessment" which relies on social science as a basis for predicting the behavior of convicted persons while on probation (as an alternative to incarceration) as well as individuals released from imprisonment on parole. The course also focuses on the problems of high rates of revocations due to violations of the conditions imposed on probationers and parolees, and the high rates of recidivism. By studying intermediate sanctions and parole, the course will grapple with questions about the social reaction to crime as well as the challenges associated with reentry into mainstream society after years of confinement in penal institutions.

   b. Revised course title: **Probation and Parole: Theoretical and Practical Approaches**

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A

   d. Revised learning outcomes: N/A

   e. Revised assignments and activities related to revised outcomes: N/A

   f. Revised number of credits: N/A

   g. Revised number of hours: N/A

   h. Revised prerequisites: N/A

8. Enrollment in past semesters:

   We usually have 36 students per section, and about 4 sections per semester.

9. Will this course be offered as part of the new JJ General Education program (Common Core)?
   (reminder - complete the CUNY Common Core Form if appropriate)

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

   **Required Core:** English Composition _____ Quantitative _____ Natural/Life Sciences _____
Flexible Core:

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

Please explain why and how this course fits into the selected area:
N/A

If yes, frequency and number of sections to be offered for General Education:

- Every semester ___ Number of sections: _____
- Fall semesters only _____ Number of sections: _____
- Spring semesters only _____ Number of sections: _____

10. Does this change affect any other departments?

____ X ___ No  _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: October 17, 2012

12. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:

Prof. Jayne Mooney, co-chair
Course Revision Form

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

Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: 11/23/2012

1. Name of Department or Program: History Department

2. Contact information of proposer(s):

   Name(s): Fritz Umbach
   Email(s): gumbach@jjay.cuny.edu
   Phone number(s):

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

   HIS 320 The History of Crime and Punishment in the United States
   (Abbreviated title: Crime & Pun in US)

4. Current course description:

   Ways in which Americans have defined crime, explained its causes, and punished and rehabilitated criminals. The relationships among crime, social values, and social structure. Areas of emphasis include colonial Massachusetts and Virginia; the creation of police forces and prisons during the first half of the 19th century; criminality during the Gilded Age and Progressive Period; Prohibition; creation of the FBI; crime and the Great Depression; and some aspects of crime and punishment between 1950 and 1970.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 102 and junior standing or above.

5. Describe the nature of the revision: Modified title, course description, prerequisites, and learning outcomes.
6. Rationale for the proposed change(s): The History Department has been offering Criminal Justice in America frequently for several decades, usually with high enrollment. This course proposal builds upon and extends our department’s experience and expertise in the teaching of this field by both allowing for greater focus on a narrower range of topics and aligning the course with the Justice Core’s learning outcomes.

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

   a. Revised course description:
      
      This course will explore crucial themes and events in the struggle for justice in America. Each section will focus on a different historical topic or event; examples include shifting notions of criminal punishment in the United States, the Attica prison riots, or changing notions of police brutality. Students will read both primary source documents and modern texts to examine how the topic under consideration was shaped by, and in turn shaped, contemporary culture.

   b. Revised course title: Topics in the History of Crime and Punishment in America

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A

   d. Revised learning outcomes

<table>
<thead>
<tr>
<th>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze how struggles for justice have shaped U.S. society and culture</td>
</tr>
<tr>
<td>• Differentiate multiple perspectives on the same subject</td>
</tr>
</tbody>
</table>

   e. Revised assignments and activities related to revised outcomes: N/A

   f. Revised number of credits: N/A

   g. Revised number of hours: N/A

   h. Revised prerequisites: ENG 201 added, junior standing eliminated.

8. Enrollment in past semesters: Usually 30+ in one or two courses each semester.

9. Will this course be offered as part of the new JJ General Education program (Common Core)? (reminder - complete the CUNY Common Core Form if appropriate)

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

   **College Option**: Justice Core II – The Struggle for Justice & Equality in the U.S.

   **Please explain why and how this course fits into the selected area:**
This course aims to deepen students’ grasp of contemporary issues of justice and equality in the United States by exploring their historical origins. Each section will focus on the history and consequences of different themes (say, the role of discretion in criminal justice), event (the Attica Prison riot, for example) or interrelated cluster of topics (developments in concepts of crime, punishment, and order) This approach offers students the opportunity to study a topic in greater detail and to contemplate multiple perspectives on justice through the analysis of multiple primary source documents associated with that particular theme. Accordingly, students will encounter—and assess—diverse and divergent viewpoints and historical interpretations. As appropriate for a court in the Justice Core, the primary goal of this course is not to instill in students knowledge of the full sweep of American History—although mastery of particular readings is certainly a desired byproduct—but instead to focus on justice and equality, and to bolster skills that will allow students to critically analyze and evaluate arguments on issues of justice on their own.

If yes, frequency and number of sections to be offered for General Education:

Every semester ___X___ Number of sections: ______
Fall semesters only ___ ___ Number of sections: ___1___
Spring semesters only ____ ___ Number of sections: ______

10. Does this change affect any other departments?
   ___X___ No ___ ___ Yes (if so what consultation has taken place)?

* History consulted with Law and Police Science to insure courses would not unduly duplicate material taught there.

11. Date of Department or Program Curriculum Committee approval: 11/26/12

12. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:
   Allison Kavey. 11/21/12
### John Jay General Education College Option

**Course Submission Form**

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>HIS 320</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Topics in the History of Crime and Punishment in America</td>
</tr>
<tr>
<td>Department or Program</td>
<td>History</td>
</tr>
<tr>
<td>Discipline</td>
<td>History</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ENG 201</td>
</tr>
</tbody>
</table>

**Sample Syllabus**

Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

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

### John Jay College Option Location

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

- [ ] Justice Core
  - [ ] Justice & the Individual (100-level)
  - [ ] XX Struggle for Justice & Equality in U.S. (300-level)
  - [ ] Justice in Global Perspective (300-level)
- [ ] Learning from the Past
- [ ] Communication

### Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

1. **Justice Core II: Struggle for Justice and Equality in the U.S.** - Please explain how your course meets these learning outcomes

   Students will:

   - Develop an understanding of the social, political, economic, and cultural contexts of the struggles for...
contexts of the faculty’s chosen topic or event. The sample course presented here uses primary and secondary readings so that students can examine the meaning of crime, criminality, and justice throughout various periods of US History. At each stage, the course discusses the influence that politics, the economy, and society and culture have on crime and the justice system. For example, when the course looks at the Salem witchcraft trials, students will examine in class the virtual versions of the original records using a digital archive (http://etext.virginia.edu/salem/witchcraft/) in order to gain competence in making sense of primary documents with conflicting viewpoints. Students will then apply these acquired skills in their first written paper in which they will explore changing and conflicting notions of race, slavery, and crime using records from the infamous ante-bellum Margaret Douglass court case, pivoting on the role of education for African Americans.

<table>
<thead>
<tr>
<th>justice in the U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Analyze how struggles for justice have shaped U.S. society and culture</td>
</tr>
</tbody>
</table>

Each theme, topic, or event that serves as the centerpiece for the various versions of this course will explore the historical origins and meaningful consequences of a significant issue or issues in America’s on-going struggle for justice. In the sample course, the entirety of the class uses historical understandings of crime and justice to build up to a discussion and analysis of the concept of crime and struggles for justice in our present day. In the students’ third and final paper, for example, they will trace the origins of a contemporary issue of justice and chart its development by employing three historical moments addressed in the readings.

| - Differentiate multiple perspectives on the same subject |

Each version of this course will employ multiple primary and secondary readings for class discussion and numerous sources for written assignment so that students are exposed regularly to various perspectives on a single subject. In the sample course, different perspectives from a given historical period are examined, often through primary sources, and opposing arguments in current literature are also discussed. The Margaret Douglass paper discussed above illustrates this approach as applied in the sample course. In that assignment, students will contrast Douglass’ vision of the proper role of women and African-Americans with those of the judge in the context of shifting ante-bellum politics. In doing so, students will also contemplate Americans’ long tradition of defying laws as part of broader political movements as well as the official response to such activism.
History 320.02 Topics in the History of Crime and Punishment in America
W/F 9:25am – 10:40pm rm: 1.92NB

Course Description: This course will explore crucial themes and events in the struggle for justice in America. Each section will focus on a different topic or event; examples include shifting notions of criminal punishment in the United States, the Attica prison riots, or changing notions of police brutality. Students will read both primary source documents and modern texts to examine how the topic under consideration was shaped by, and in turn shaped, contemporary culture.

Section Description:
This course examines the ways in which Americans have defined crime, explained its causes, and punished and rehabilitated criminals from 1607 to 2000, with a particular emphasis on the early foundations of American criminal justice. We will examine how concepts of crime, punishment, law, and order both develop and change from the colonial period through to the present. In particular, we will examine the formation of American identity, natural rights, and a representative government and justice system out of the American Revolution. Then we will look at the struggle for political rights and justice through the antislavery movement and civil war. Finally we will consider the fights for free speech, civil rights, racial justice, and social equality through the 20th century.

Learning Outcomes:
- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S.
- Analyze how struggles for justice have shaped U.S. society and culture
- Differentiate multiple perspectives on the same subject

Additionally, all of the discussion readings are articles or chapters of books, which are available as pdfs on Blackboard.


Grading:  
20% Participation  
20% Reading Responses  
40% Three Writing Assignments  
20% Final Exam

Guidelines and Assignments: Your grade will be determined by participation in class discussion, daily reading responses, two papers, and a final exam.

Attendance is mandatory; more than four (4) unexcused absences will result in a failure. As participation is 20% of your final grade, it is important that you show up to every class and take part in the discussions and exercises. Class participation will be based on asking and answering questions in class, and will be negatively impacted if you arrive late, or disrupt class.

You have readings due for every class, and you must write up a 2-page response for each reading due by 9:00AM on the day that the readings are due. Submit each write-up to the corresponding SafeAssignment on Blackboard. There are 24 total readings, worth 1 point each towards a maximum of 20. There is no extra credit beyond that. The goal is to extract the main points and synthesize the arguments, which will be a tool for both class discussions and your final exam. Do not simply summarize the reading, rather dig out the big important ideas and begin to analyze. Use your own words, do NOT copy quotes or passages. And CITE PAGE NUMBERS IN PARENTHESES. This will help turn these into study guides for the final.

Written Assignments: You will have three formal writing assignments.

1. Your first paper is a 2-page analytic essay on the trial of Margaret Douglass. Use the 12-page primary source document of her testimony and the judge’s response provided to you, and then find two secondary sources to provide context and answer the following questions: How did the events described in your reading of Margaret Douglass reflect broader changes in understanding of crime and law in the
United States of the period? In order to approach this question, think about changes in crime, changes in slavery, race, or expectations of gender in this period. Then address these questions: how did this event fit into history? Were Douglass’ actions typical or out of the ordinary? Were they viewed as legal or illegal by her, by the court, by people at large? What arguments did she give for defending her actions, and what arguments did the court give in condemning them? **Worth 10% of your grade.** Due Friday Oct 5 by 5PM.

2. Your second paper expands on your first. In 8 pages, use as a primary source a transcript of a trial from John Jay’s “Crime in New York 1850-1950” collection (http://www.lib.jjay.cuny.edu/crimeinny/). Choose a transcript at least 75 pages in length. Then find four secondary sources with which you create context and answer the following questions. How did the crime reflect the notion of what was criminal in that period and what does it tell you about social change at that time in US history? In thinking about the main question, bear in mind these smaller questions: How did it connect to larger society and other events at that time? What this an isolated incident or connected to much larger events? What sectors of society did it involve? How was the crime either exemplar or peculiar to the changes in understandings of what was criminal and what was legal at the time? **Worth 15% of your grade.** Final drafts are due Weds Nov 21 by 5PM.

3. Your third paper will examine the historical events we have studied through the lens of the present day. Through this course we have looked at how the people of the United States have struggled for a fair justice system and for political and social equality. Take three examples from the course and consider how these efforts have shaped justice in our present day society. Use the readings and lecture notes from the course. You will need to create an argument and make sure to support it with details and facts. Be specific. This is a 6-page paper and is due by Weds Dec 12 by 5pm. **Worth 15% of your grade.**

The final exam will be made up of short identifications based on identifications drawn from the readings, and several essays. You will be provided with a review sheet prior to the exam. Make-up exams will only be given for a medical-related absence with a doctor’s note or a death in the family. In the event of missing an exam for an excusable reason, documentation is required (final exam is worth 20% of your grade).

**Cheating and Plagiarism is not tolerated.** Being caught cheating or plagiarizing will result in a FAILING GRADE FOR THE CLASS and further disciplinary action will be taken through the school. If you have questions, see http://www.jjay.cuny.edu/cunypolicies/JohnJayCollegePolicyofAcademicIntegrity.pdf

To communicate to the class, I will email you through Blackboard. Therefore it is crucial that you have access to Blackboard and to your CUNY email to which Blackboard is connected. CUNY emails can be forwarded or pulled into other accounts, so there is no excuse not to regularly check your email. In the event of a change to the readings, to the paper or exams, or if a class has to be canceled at the last minute, I will email you and so you must check your email on a regular basis to ensure you stay up to date on the course.

Turn your mobile phones off and keep them away during class. Using your mobile phone during class will severely hurt your participation grade.

**Schedule of Classes, Readings, and Assignments:**

Week 1: Wed Aug 29: Introduction to the Course
Fri Aug 31: Introduction to History, Writing, and Crime

Approved by UCASC, Feb 1, prepared for College Council, Feb 14, 2013
The Strong Arm of Social Control: Ordinary and Extraordinary Crimes in Early America

Week 2: Wed Sept 5: Early Colonial Period
   Readings: Oliver and Hilgenberg, Ch 3 "The Colonial Era."

   Fri Sept 7: Early Colonial Period
   Readings: Hansen, Witchcraft in Salem

Making a “Criminal Class” and Struggles for Justice

Week 3: Wed Sept 12: Late Colonial Period
   Readings: Oliver and Hilgenberg, Ch 4 "The Town Period."

   Fri Sept 14: Late Colonial Period
   Readings: Chamberlain, “The Execution of Moses Paul.”

The Struggle for Justice Institutions; The Struggle against Justice Institutions

Week 4: Wed Sept 19: Early Republic
   Readings: Oliver and Hilgenberg, Ch 5 "A New Nation."

   Fri Sept 21: Early Republic
   Readings: Freeman, “Slander, Poison, Whispers, and Fame.”

Cultural Conflict, Crime, and Punishment

Week 5: Wed Sept 26: No Class
   Fri Sept 28: Jacksonian Era
   Readings: Oliver and Hilgenberg, Ch 6 "The Jacksonian Era."

Week 6: Wed Oct 3: Jacksonian Era
   Readings: Cohen, The Murder of Helen Jewitt Ch 1, 4

   Fri Oct 5: Slavery and the Civil War
   Readings: Oliver and Hilgenberg, Ch 7 "The Civil War Era"
   Fri Oct 5: First Written Assignment Due to Blackboard by 5PM

Crime and American Exceptionalism

Week 7: Wed Oct 10: The Western Frontier
   Readings: Oliver and Hilgenberg, Ch 8 "The West"

   Fri Oct 12: The Western Frontier
   Readings: Courtwright, Violent Land, Ch 4, 5

Economic Change and Struggles for Justice

Week 8: Wed Oct 17: The Gilded Age
   Readings: Oliver and Hilgenberg, Ch 9 "The Gilded Age"

   Fri Oct 19: The Gilded Age
   Readings: Gilfoyle, A Pickpocket’s Tale Ch 9, 13
   Readings: Oliver and Hilgenberg, Ch 10 "The Progressive Era."
Fri Oct 26: The Progressive Era
   Readings: Newton, Invisible Empire, Ch 2

Week 10: Wed Oct 31: The Crisis Era
   Readings: Oliver and Hilgenberg, Ch 11 "The Crisis Era."
Fri Nov 2: The Crisis Era
   Readings: Courtwright, Violent Land, Ch 9

Making A National Criminal Justice System

Week 11: Wed Nov 7: The War Era
   Readings: Oliver and Hilgenberg, Ch 12 "The War Years"
Fri Nov 9: The War Era
   Readings: Escobar, “Bloody Christmas”

Week 12: Wed Nov 14: The Nationalization Period
   Readings: Oliver and Hilgenberg, Ch 13 "The Nationalization Era."
Fri Nov 16:
   Assignments: Second Written Assignment Due to Blackboard by 5PM

Week 13: Wed Nov 21: The Nationalization Period
   Readings: Strub, “Perversion for Profit”

Week 14: Wed Nov 28: The Post-Modern Era
   Readings: Oliver and Hilgenberg, Ch 14 "The Post-Modern Era."

   Fri Nov 30: The Post-Modern Era
   Readings: Courtwright, Violent Land, Ch 11, 12

Criminal Justice Today: A Break with our Past or the Same Struggles?

   Readings: Foner, “September 11 and the Next American Century”

Fri Dec 7: The Fight for Justice and Equality in the Present-Day
   Assignments: Third Written Assignment Due to Blackboard by 5pm

Wed Dec 19: Final Exam in Room NB1.92 8:00AM–10:00AM

Approved by UCASC, Feb 1, prepared for College Council, Feb 14, 2013
Course Revision Form

Date Submitted: 12/20/12

1. Name of Department or Program: English

2. Contact information of proposer(s):
   Name(s): Allison Pease
   Email(s): apease@jjay.cuny.edu
   Phone number(s): (2120) 237-8565

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

   LIT 327 Crime and Punishment in Literature

4. Current course description:

   A study of works treating the theme of crime and related matters, such as motivation, guilt, and responsibility. Works are considered from the psychological, sociological, and philosophical points of view, as well as from the purely literary standpoint. Authors include Aeschylus, Shakespeare, Dostoevski, Poe, Melville.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201 and LIT 230 or 231 or 232 or 233

5. Describe the nature of the revision:

   Change of title and course descriptions as well as prerequisites; restrict content to non-U.S. texts.

6. Rationale for the proposed change(s):

   This course is being revised in order to be included in the John Jay College Option “Justice in Global Perspective.”

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

   a. Revised course description:
This course examines literary texts about crime, punishment, and justice from around the world in order to explore how questions of right, wrong, and fairness have been and are understood in various cultures and historical periods. Students will read literary texts that question the psychological and social causes of crime, philosophies of law, the varieties and purposes of punishment, and what justice might mean in any given context. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

b. Revised course title: Crime, Punishment, and Justice in World Literatures

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): JUSTICE IN WORLD LIT

d. Revised learning outcomes

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world
- Analyze how struggles for justice have shaped societies and cultures throughout the world
- Differentiate multiple perspectives on the same subject

e. Revised assignments and activities related to revised outcomes

The content of the course has been revised to include only non-U.S. based texts

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: ENG 201 and junior standing

8. Enrollment in past semesters: 180 students per semester

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

(reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

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

College Option:

| Justice Core 100-level: Justice and the Individual |  |

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
9b. Please explain why and how this course fits into the selected area:

This course investigates literatures from around the globe dealing directly with the issues of crime, punishment, and justice.

9c. If yes, frequency and number of sections to be offered for General Education:

<table>
<thead>
<tr>
<th>Every semester</th>
<th>Number of sections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>6-10</td>
</tr>
</tbody>
</table>

Fall semesters only
Number of sections: ____

Spring semesters only
Number of sections: ____

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval:

   12/20/13

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

   Allison Pease
<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>LIT 327</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Crime, Punishment, and Justice in World Literatures</td>
</tr>
<tr>
<td>Department or Program</td>
<td>English</td>
</tr>
<tr>
<td>Discipline</td>
<td>LIT</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ENG 201 and junior standing</td>
</tr>
</tbody>
</table>

Co-requisites:

This course examines literary texts about crime, punishment, and justice from around the world in order to explore how questions of right, wrong, and fairness have been and are understood in various cultures and historical periods. Students will read literary texts that question the psychological and social causes of crime, philosophies of law, the varieties and purposes of punishment, and what justice might mean in any given context. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

Sample Syllabus

Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

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

John Jay College Option Location

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

- [ ] Justice Core
  - [ ] Justice & the Individual (100-level)
  - [ ] Struggle for Justice & Inequality in U.S. (300-level)
  - [x] Justice in Global Perspective (300-level)
  - [ ] Learning from the Past
  - [ ] Communication

1. **Justice Core II: Justice in Global Perspective** - Please explain how your course meets these learning outcomes:

   Students will:

   - Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world

   Through independent research into the causes of crime, varieties of punishment, and/or theories of justice, students will connect and compare social, economic and political theories to the literary texts studied
They will make class presentations on these connections/comparisons and write papers on these connections/comparisons.

**Students will come to understand the role literary texts from around the world play in exposing, analyzing, and critiquing (in)justice in unique cultural contexts through class discussions, brief essay quizzes, three written essays, and researched class presentations.**

- Analyze how struggles for justice have shaped societies and cultures throughout the world

- Differentiate multiple perspectives on the same subject

**Students will differentiate multiple perspectives on the same subject by writing comparative essays in which they are asked to compare differential treatment of a subject by literary texts. For instance, on the first paper on the sample syllabus, students will compare modern Christian and ancient Greek ideas about justice expressed in *Agamemnon* and *Crime and Punishment.***
CRIME, PUNISHMENT, AND JUSTICE IN WORLD LITERATURES
Literature 327

Professor Allison Pease
John Jay College
Department of English
Office: 7.63.03 NB
Hours: Tue. 11:00-12:00 pm
& by appointment
Phone: (212) 237-8565
e-mail: apease@jjay.cuny.edu

Course Description

This course examines literary texts about crime, punishment, and justice from around the world in order to explore how questions of right, wrong, and fairness have been and are understood in various cultures and historical periods. Students will read literary texts that question the psychological and social causes of crime, philosophies of law, the varieties and purposes of punishment, and what justice might mean in any given context. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

Course Objectives

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world
- Analyze how struggles for justice have shaped societies and cultures throughout the world
- Differentiate multiple perspectives on the same subject

Required Texts


Recommended Texts

For your class presentation and papers, you will need to be familiar with basic criminological theories, and in some cases you will need to think about the philosophical or psychological implications of issues related to crime and punishment. A useful text is Criminological Theories: Introduction, Evaluation, and Application, call # HV6018.A38 2000. If you have taken a criminal justice or criminology course and have a different text that also contains the basic theories, you may use that instead. No one text is a complete resource and many of you will need to look in other texts for background information on your assigned topic. A dictionary of philosophy will be useful for looking up the philosophies of law and justice, for instance. Keep in mind that American criminal justice theories and practices will differ from those in the texts we study. You will be expected to research these ideas in depth, and to use any serious source that seems
appropriate to you.

Recommended Supplementary reading (as needed for presentations and research papers):

**Online in Lloyd Sealy Database:**
*Encyclopedia of Crime and Punishment*, in Sage Reference Online
*Encyclopedia of Interpersonal Violence*, in Sage Reference Online
*Encyclopedia of Social Problems*, in Sage Reference Online
*Encyclopedia of World Poverty*, in Sage Reference Online
*Sourcebook of Criminal Justice Statistics Online*

**Books in Lloyd Sealy**
Stanko, Elizabeth Anne. (1994). *Perspectives on violence.*

**Course Requirements**

A) Regular attendance and thoughtful, active participation in class discussions. Your grade in the course will drop by 1/3 (e.g., B- to C+) with four absences. After five absences you will fail the course. While I do not assign a grade for class participation, demonstration of your commitment to the goals of the course can and will affect your grade if you are in-between grades when it comes time to tally your final grade. If you have made a positive contribution to class discussion, and made an effort with the course assignments, you will receive the higher grade. If you have been disruptive or made no visible effort, you will receive the lower grade.

B) One ten minute presentation to the class relating a passage or passages from the week’s assigned reading to a criminological theory or related topic.

C) One five page paper on the text discussed in your presentation and its relation to the theories you presented. This paper is due on Turnitin.com one week after the last day the text is discussed in class. Your grade will drop by one full letter grade for each class period after the due date the paper is turned in. In fairness to all students, there are no exceptions to this rule.

D) One essay written on the texts studied in the first half of the semester to be submitted to Turnitin.com and in class.

E) One final essay based on the reading of the second half of the semester.

F) Five brief essay or factual quizzes, given at random. Quizzes are always given in the first minutes of class and there are no make up opportunities, so come to class on time. If you know you will miss class on a given day you should call me in advance and if we’re having a quiz I will give you an opportunity to take the quiz on the phone.

**Grades**

30% of your grade will be based on your paper and presentation
25% of your grade will be based on the five quizzes  
23% of your grade will be based on the mid-term essay examination  
22% of your grade will be based on the final essay examination  

**Class Schedule**

<table>
<thead>
<tr>
<th>DATE</th>
<th>READING</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>course introduction</td>
<td></td>
</tr>
<tr>
<td>9/3</td>
<td>Agamemnon</td>
<td>distributive justice, retributive justice, compensatory justice</td>
</tr>
<tr>
<td>9/10</td>
<td>No Class Rosh Hashana</td>
<td></td>
</tr>
<tr>
<td>9/14 — a TUESDAY</td>
<td>Agamemnon</td>
<td>distributive justice, retributive justice, compensatory justice</td>
</tr>
<tr>
<td>9/17</td>
<td>No Class Yom Kippur</td>
<td></td>
</tr>
<tr>
<td>9/24</td>
<td>Crime and Punishment, pp. 3-106</td>
<td>social inequality and crime, legal prostitution, conscience + guilt</td>
</tr>
<tr>
<td>10/1</td>
<td>Crime and Punishment, pp. 106-222</td>
<td>Marxist theory of crime, psychology of confessions, criminal rationalizations</td>
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<tr>
<td>10/8</td>
<td>Crime and Punishment, pp. 222-350</td>
<td>the purpose/philosophy of law, confession, social conflict theory</td>
</tr>
<tr>
<td>10/15</td>
<td>Crime and Punishment, pp. 350-551</td>
<td>masculinity &amp; power, suffering and redemption</td>
</tr>
<tr>
<td>10/22</td>
<td>Things Fall Apart, pp. 3-51</td>
<td>violence against women</td>
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<tr>
<td></td>
<td><strong>MID TERM ESSAY DUE</strong></td>
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<tr>
<td>10/29</td>
<td>Things Fall Apart pp. 52-94</td>
<td>Igbo justice and/or dispute resolution systems</td>
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<tr>
<td>11/5</td>
<td>Things Fall Apart 95-153</td>
<td>Cultural conflict and crime</td>
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<tr>
<td>11/12</td>
<td>Woman at Point Zero 1-50</td>
<td>Female Genital Mutilation, Poverty and prostitution</td>
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<tr>
<td>11/19</td>
<td>Woman at Point Zero 50-114</td>
<td>Women’s rights vs. human rights</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>11/26</td>
<td>Thanksgiving college closed</td>
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</tr>
<tr>
<td>12/3</td>
<td>Death and the Maiden, first half</td>
<td>truth and reconciliation commissions</td>
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<tr>
<td></td>
<td></td>
<td>distributive justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>retributive justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>compensatory justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(also see Rawls on Justice)</td>
</tr>
<tr>
<td>12/10</td>
<td>Death and the Maiden, second half</td>
<td>What is justice?</td>
</tr>
<tr>
<td>12/17 9:40 am-11:30 am</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

How to Prepare a Presentation

The in-class presentation is a ten-minute, directed discussion by you about a specific passage, or passages, in a text for which you have prepared a series of observations and questions related to the stated theme of the day as listed in the schedule of classes. For instance, if you have signed up to present on September 14, you will read the assigned pages from *Agamemnon*, you will research definitions of distributive, retributive and compensatory justice, and you will choose a passage or passages from the book that seem to you to be reflecting on those ideas, whether consciously or unconsciously on the part of the author. The presentation should help the class engage in a lively discussion about the texts and ideas we are studying. To make your presentation clear to the class, you should introduce yourself, your topic and then:

A) Begin with a brief explanation of the concept/topic of the day. While the theories and schools of thought may be extensive, your job will be to decide what part of the theory is relevant to the book we are reading and to outline it for the class.

B) You will then share the passage(s) from the text you think tells us something interesting about the book’s relationship to the concept(s). Keep in mind that literature and films are rarely mouthpieces for one simple point of view, but instead aim to complicate ideas. How does your text complicate the theories you have researched? Does it have a clear bias toward one way of thinking? What motivation does the author/director have for presenting characters and situations as he does? This requires you to pay careful attention to the language of the text.

C) Explain what we learn about the chosen criminal justice concept(s) from this passage, and, more importantly, about the text we’re studying.

In addition to providing a platform for class discussion, your presentation provides a separate outlet from your formal paper in which to develop your close-reading skills and construct literary arguments. Think of your presentation as a time to test your ideas before handing in a more complete, polished paper. Your responses to the texts are valid, but you need to make sure 1) that your opinions are not just observations, but arguments based on ideas; and 2) that your response is backed up with persuasive textual evidence. Consider this like solving a problem: describe the passage, point to instances where the language is particularly revealing or interesting, and suggest ideas about what it means. In your effort to engage the class in a discussion, you must prepare one or two questions that the text(s) raise for you. Broad-based questions about specific complexities in the text(s) are more likely to facilitate discussion than, say, questions with definite answers (please no questions along the lines of “do you think capital punishment is a good thing?”).

Please keep in mind that all students in the class must listen to your presentation and that, like you, they are here to learn. **It is your responsibility to ensure that your presentation has real content and real thought.** Though I encourage a casual class atmosphere, and hope that spontaneous discussion will result from your presentation, your presentation should not itself be casual.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

Course Revision Form  

Date Submitted: August 26, 2013  

1. Name of Department or Program: Latin American and Latina/o Studies  

2. Contact information of proposer(s):  
Name(s): Suzanne Oboler  
Email(s): soboler@jjay.cuny.edu  
Phone number(s): 212 237 8751; 646 510 5001  

3. Current number, title, and abbreviated title of course:  
LLS 325 The Latina/o Experience of Criminal Justice  

4. Current course description: The study of how the criminal justice system serves and shapes Latinas/os, especially those who are processed by it. The analysis of the interaction that ethnicity has with the system and its effects upon those who are involved with it.  

   a. Number of credits: 3 credits  
   b. Number of class hours (please specify if the course has lab hours): 3 hours  
   c. Current prerequisites: English 102. In addition: junior standing or above; or permission of the section instructor.  

5. Describe the nature of the revision: The course description and learning outcomes of this course have been revised. The course bibliography has been updated.  

6. Rationale for the proposed change(s): The above changes have been made in keeping with the requirements of the Justice Core: Struggles for Justice and Equality in the United States  

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

   a. Revised course description:  
   
   This course analyzes the criminal justice system and its impact on the lives and communities of Latino/as and other groups in the United States. Particular emphasis is placed on Latino/as human and civil rights and the role that race, ethnicity, gender and class play in the criminal justice system. Interdisciplinary readings and class discussions center on issues such as the over-representation of Latino/as and racial minorities in the criminal justice system; law and police-community relations, racial profiling, stop and frisk policies,
immigration status, detentions and deportations, Latino/a youth, media representations, gangs, and access to education and employment and the school-to-prison-pipeline.

b. Revised course title: N/A

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A

d. Revised learning outcomes

Students in this course will:

- Develop an understanding of the social, legal, political, economic, and cultural contexts of the struggles for justice in the U.S. as they have impacted Latina/os and other racial groups, namely in their interactions with the U.S. criminal justice system
- Analyze how Latina/os’ struggles for justice, both institutional and through grass-roots and other advocacy initiatives have shaped the protection of Latina/os’ rights in various social institutions in U.S. society and culture, especially the criminal justice system
- Differentiate multiple perspectives, explanations and and approaches to the criminalization of Latina/os in the United States including inequities in the criminal justice system, minorities access to educational and employment opportunities, hate crimes, xenophobia and immigration policies, police (mis)conduct and community relations, and media portrayals of Latino/a and other youths) in order to assess the extent to which social issues contribute to structure both the achievement and the impediment to social and legal justice and rights for Latino/as and other minority groups in U.S. society.

e. Revised assignments and activities related to revised outcomes: The course required readings and bibliography has been updated to reflect the revised course description and learning outcomes

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 201

8. Enrollment in past semesters:

   Spring 2011: 21 students

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

   No _____   Yes ___XX___   If yes, please indicate the area:
College Option: Justice Core: Struggles for Justice and Equality in the United States

9b. Please explain why and how this course fits into the selected area:

This course aims to familiarize students with the specificities of the issues that Latino/as confront in the US criminal justice system. The course examines the criminal justice system and encourages students to think critically about and articulate orally and in writing their ideas about the political, legal, socio-cultural and ethical dimensions of the experience of Latino/as in the criminal justice system, specifically as these impact on Latino/as struggle for justice and inequality in the United States.

In addition, through both oral and written assignments, this course requires students to develop their ability to use bibliographical knowledge to make substantiated arguments concerning issues of inequality and justice pertaining to the Latino/a experience of the US criminal justice system. The course aims to encourage students to become better informed about the society in which they live, by exposing them to new critical approaches and developing their awareness of a variety of socio-political, economic and cultural perspectives pertaining to the Latino/a experience of the criminal justice system in the United States.

9c. If yes, frequency and number of sections to be offered for General Education:

Every semester ____ Number of sections: ______
Fall semesters only ___x__ Number of sections: ___1__
Spring semesters only _____ Number of sections: _____

10. Does this change affect any other departments?

___X__ No
_____ Yes

What consultation has taken place? N/A

11. Date of Department or Program Curriculum Committee approval: August 24, 2012

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

Lisandro Pérez
August 24, 2012
### John Jay General Education College Option
#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>LLS 325</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>The Latina/o Experience of Criminal Justice</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Latin American and Latina/o Studies</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Latina/o (Puerto Rican) Studies</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisites**

Prerequisites: English 201.

**Co-requisites**

This course analyzes the criminal justice system and its impact on the lives and communities of Latino/as and other groups in the United States. Particular emphasis is placed on Latino/as human and civil rights and the role that race, ethnicity, gender and class play in the criminal justice system. Interdisciplinary readings and class discussions center on issues such as the over-representation of Latino/as and racial minorities in the criminal justice system; law and police-community relations, racial profiling, stop and frisk policies, immigration status, detentions and deportations, Latino/a youth, media representations, gangs, and access to education and employment and the school-to-prison-pipeline.

**Sample Syllabus**

Syllabus must be included with submission, 5 pages max recommended

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### John Jay College Option Location

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

- **Justice Core**
  - ☐ Justice & the Individual (100-level)
  - ☐ XX Struggles for Justice & Equality in U.S. (300-level)
  - ☐ Justice in Global Perspective (300-level)

  - ☐ Learning from the Past
  - ☐ Communication

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### Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. **Justice Core II: Struggles for Justice and Equality in the U.S.** - Please explain how your course meets these learning outcomes
<table>
<thead>
<tr>
<th>Students will:</th>
<th>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate understanding of the contexts for various Latina/o groups' struggles for justice in the United States, through class discussions and an in-class essay/midterm exam, that will require them to discuss the social, political, economic and cultural contexts of the Latino/a experience of criminal justice</td>
<td>• Analyze how struggles for justice have shaped U.S. society and culture</td>
</tr>
<tr>
<td>Students will engage in class discussions based on course reading in which they will analyze the US criminal justice system and critically assess the specificities of the legal, historical, political, economic, and social contexts as these impact on the struggle for justice of Latino/as and other racial minority groups.</td>
<td>• Differentiate multiple perspectives on the same subject</td>
</tr>
<tr>
<td>Students will draw from course readings, class discussions and outside research to complete a 15pg. final paper. In this paper, students must identify, discuss and comparatively analyze inequities in the criminal justice system, through examining issues such as: minorities access to educational and employment opportunities, hate crimes, xenophobia and immigration policies, police (mis)conduct and community relations, and media portrayals of Latino/a and other youths. The final research paper will assess the extent to which social issues contribute to structure both the achievement and the impediment to social and legal justice and rights for Latino/as and other minority groups in U.S. society.</td>
<td></td>
</tr>
</tbody>
</table>
COURSE DESCRIPTION:

This course analyzes the criminal justice system and its impact on the lives and communities of Latino/as and other groups in the United States. Particular emphasis is placed on Latino/as human and civil rights and the role that race, ethnicity, gender and class play in the criminal justice system. Interdisciplinary readings and class discussions center on issues such as the over-representation of Latino/as and racial minorities in the criminal justice system; law and police-community relations, racial profiling, stop and frisk policies, immigration status, detentions and deportations, Latino/a youth, media representations, gangs, and access to education and employment and the school-to-prison-pipeline.

LEARNING OUTCOMES:

Students in this course will:

- Develop an understanding of the social, legal, political, economic, and cultural contexts of the struggles for justice in the U.S. as they have impacted Latina/os and other racial groups, namely in their interactions with the U.S. criminal justice system
- Analyze how Latina/os’ struggles for justice, both institutional and through grass-roots and other advocacy initiatives have shaped the protection of Latina/os’ rights in various social institutions in U.S. society and culture, especially the criminal justice system
- Differentiate multiple perspectives, explanations and and approaches to the criminalization of Latina/os in the United States including inequities in the criminal justice system, minorities access to educational and employment opportunities, hate crimes, xenophobia and immigration policies, police (mis)conduct and community relations, and media portrayals of Latino/a and other youths) in order to assess the extent to which these and other societal issues contribute to structure both the achievement and the impediment to social and legal justice and rights for Latino/as and other minority groups in U.S. society.

COURSE PRE-REQUISITES OR CO-REQUISITES: English 201

GENERAL COURSE INFORMATION AND POLICIES:

OFFICE HOURS: In addition to my regular office hours, the best way to communicate with me is via e-mail (soboler@jjay.cuny.edu). If you send me an e-mail, please make sure you include your full name at the end of the message. • IMPORTANT: Please take advantage of my office hours; come and talk with me about your class, your
ATTENDANCE: You are required to attend every class. Only a medical emergency should keep you from coming to class; Any medical absence needs to be appropriately documented in writing. Attendance is taken at the beginning of class. Every student is expected to arrive on time.

*** 3 lates will be counted as an absence
*** 3 non-medical absences will bring your grade down 1 letter.
*** 4 non-medical absences results in an “F” for the course.

READINGS: It is difficult to discuss a text without having the text in front of you. Therefore please make sure you always bring the assigned article(s) and/or book to class.

ASSIGNMENTS: I do not accept late assignments. If you do not hand in the assignment on time, please do not ask for an extension: It’s not fair to the other students in our class. Topics must be drawn from this syllabus and assigned reading materials from this class. All final papers must incorporate and cite relevant reading materials from the assigned readings in this course. All papers must be typewritten, APA-style research paper on a topic approved by the professor. (see: http://www.lib.jjay.cuny.edu/research/apastyle_spring_2012.pdf) Students are encouraged to seek additional information and assistance from the college’s Writing Center in the New Building, Level 1.

PLAGIARISM: Plagiarism in this class results in an automatic grade of “F” and possible disciplinary action. Plagiarism detection software will be used in this course. Please make sure you read the John Jay College statement on Plagiarism at the end of this syllabus.

CELL PHONES/TEXTING: Use of your phone is strictly forbidden in this class: Please note that your grade will be seriously affected. This includes: a) no text message or use of phone allowed in this class and b) no leaving the class to use your cell phone/answer phones.

REQUIRED TEXTS:


Other required readings will be placed on Blackboard

GRADING:

20% Midterm. In-class essay examination: There will be no makeup exams.

40% Final research paper on a topic related to Latina/o communities and the criminal justice system in the United States. A 15-page—not including cover page and references—typewritten, APA-style research paper on a topic approved by the professor.) Topics must be drawn from this syllabus and assigned reading materials from this class.
Your final research paper must identify, discuss and comparatively analyze inequities in the criminal justice system, through examining one of the following issues: minorities access to educational and employment opportunities, hate crimes, xenophobia and immigration policies, police (mis)conduct and community relations, and media portrayals of Latino/a and other youths. The aim of your paper is to assess the extent to which social issues contribute to structure both the achievement and the impediment to social and legal justice and rights for Latino/as and other minority groups in U.S. society.

15%  2 page summary and annotated bibliography, APA Style. Preliminary annotated bibliography of final paper

5% Class presentations on the findings of your final paper

10% Class Attendance and Participation

10% In class summary of readings. Periodically, students will be asked to write in class, a brief summary of the thesis of that day’s reading assignment

COURSE CALENDAR

I. INTRODUCTION: THE HISTORICAL CONTEXT OF LATINOS/AS IN THE UNITED STATES

WEEK 1: An Overview of Latino/as in the Criminal Justice System
READ: José Luis Morín. Latinas/os and US Prisons: Trends and Challenges (in Oboler)
       Walker et al., Foreword, Introduction, and Chapter 1

WEEK 2: Latino/as and Violent Crime
Read:
   José Luis Morín, Chapters 1-2; pp. 3-48
   Ramiro Martinez, Latino/as and Violent Crime pp. 1-12

WEEK 3: Historical Approaches to Race, Ethnicity Crime and Justice in the US
READ:
   Ramiro Martinez, Chapter 3
   Jose Luis Morín, Chapter 3; pp 49-84
   Alan Eladio Gómez. ‘Nuestras vidas corren casi paralelas’: Chicanos,
      Independentistas, and the Prison Rebellions in Leavenworth, 1969-1972
      (in Oboler)
   Edward Escobar. Race, police and the making of political identity: Mexican
      Americans and the Los Angeles Police Department 1900-1945., pp. 1-17
      and 285-290. BB
   Film: The Zoot Suit Riots (2002).
**WEEK 4: Media Images of Youth**
READ:
Ramiro Martinez The Legacy and Images of Latino Crime; pp. 13-32
L. Dorfman, and V Schiraldi. Off Balance: Youth, race and crime in the news. BB

**WEEK 5: Latino/a over- and under-representation in the Criminal Justice system**
READ: Walker, et. al. pp. 29-64.
José Luis Morin, Chapter 5; pp. 85-115
**Film:** *A Class Apart: A Mexican American Civil Rights Story* (PBS 2009)

**RESEARCH PAPER TOPIC AND 1 PARAGRAPH SUMMARY DUE**

**WEEK 6: Factors associated with Overrepresentation**
READ
Walker et al., Chapter IV pp 154-182
Juan Cartagena. Lost Votes, Lost Bodies, Lost Jobs: The Effects of Mass Incarceration on Latino Civic Engagement (in Oboler)
Ian Haney López, I. F. *Racism on trial: The Chicano fight for justice.* pp. 1-12 BB
Sharon Navarro. Moving On Up: The Political Incorporation of Hispanic Federal Judges in Texas. BB
Angelo Falcón, Opening the courthouse doors: The need for more Hispanic Judges BB

**WEEK 7: 2 Case Studies: Police Misconduct and Community Relations in Los Angeles & New York**
READ:
Jose Luis Morin, Chapter 5 pp 117-140

**WEEK 8: Latino Youth and the Criminal Justice System: The Experience of Prison**

**2-PAGE, APA-STYLE SUMMARY AND ANNOTATED BIBLIOGRAPHY DUE**
WEEK 9: “Illegal Aliens” and Police Brutality: The Case of Anastacio Hernández Rojas

MIDTERM EXAMINATION

VIDEO and DISCUSSION: Crossing the line: Anastacio Hernández Rojas. PBS Need to Know.

WEEK 10: Youth Crime
READ:
Victor M. Ríos. The Racial Politics of Youth Crime (in Oboler)
Laurie Schaffner. Latinas in U.S. Juvenile Detention: Turning Adversity to Advantage (in Oboler)
Diaz-Cotto, Juanita. Latina Imprisonment and the War on Drugs. pp 184-199
RECOMMENDED: Booth Gunter. The Unbelievable Brutality Unleashed on Kids in For-Profit Prisons.

WEEK 11: Policing and Racial Profiling
READ: Mercedes Castillo. Checkpoint in Montebello: Inciting Riots, Up Against the Wall and Earning the Right to be on the Street with Signs that Say, “Retén” (in Oboler)
Kevin Powell. The Stop-and-Frisk Crisis: How to Criminalize an Entire Generation of Black and Latino Men. BB

WEEK 12: Immigration, Detentions, and the New “Crimmigration” Criminal Justice System

NOTE: In-class presentations begin this week

READ: David M. Hernández. Pursuant to Deportation: Latinos and Immigrant Detention (in Oboler)


**RECOMMENDED:**

Immigration Policy Center. (2010, June). *Q&A Guide to Arizona’s new immigration law: What you need to know about the new law and how it can impact your state.*

**WEEK 13: Language Rights and the Courts**

**READ:** Laura E. Garcia. *The Interpreter as a Bridge: Language Issues in Chicago’s Cook County Jail* (in Oboler)  

**WEEK 14: Socioeconomic inequities in the legal system**

**READ:** Ramiro Martinez. *The Roots of Homicide in the Barrio and Enclave*. Pp 75-95  
Reiman, J. & Leighton, P. *The rich get richer and the poor get prison* pp. 11-57

**WEEK 15: Hate Crimes**

Southern Poverty Law Center. 2011. When Mr. Kobach comes to town: Nativist laws and the communities they damage. Montgomery, Alabama  
**Film:** *Farmingville* (POV, 2004)

**WEEK 16: Finding Solutions**

**READ:** Morín, Chapter 7 pp 193-208  
B. V. Olguín. *Chicano Convicts, Human Rights Regimes and a New Paradigm for Prisoner Rights Activism Today* (in Oboler)  

**FINAL RESEARCH PAPERS DUE TODAY**
LATE PAPERS WILL NOT BE ACCEPTED.
REQUIRED AND RECOMMENDED READINGS


**CASES ON RESERVE:**


**RELEVANT WEB SITES:**

- American Civil Liberties Union: http://www.aclu.org/
- Amnesty international: http://www.amnesty-usa.org
- Building Blocks For Youth - http://www.buildingblocksforouth.org
- Center for Constitutional Rights: http://ccrjustice.org/
- Center for Puerto Rican Studies (CUNY): http://www.centropr.org/home.html
- Dominican Studies Institute (CUNY): http://www1.ccny.cuny.edu/ci/dsi/
- Human Rights Watch: http://www.hrw.org
- Immigration Policy Center http://www.immigrationpolicy.org
- LatinoJustice/PRLDEF: http://latinojustice.org/
• Mexican American Legal Defense and Education Fund: http://www.maldef.org/
• NAÇÃO Report on the Americas: http://www.nacla.org
• New York Civil Liberties Union: http://www.nyclu.org
• National Council of La Raza: http://www.nclr.org
• National Labor Committee: http://www.nlcnet.org
• Open Society Institute: http://www.soros.org/
• Pew Hispanic Center: http://pewhispanic.org
• Sentencing Project: http://www.sentencingproject.org
• Southern Poverty Law Center: http://www.splcenter.org/

COLLEGE WIDE POLICIES FOR UNDERGRADUATE COURSES

PLEASE NOTE THAT THE FOLLOWING POLICIES APPLY TO THIS COURSE:

1. 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.” (Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

2. College Policies on Academic Integrity and Plagiarism

All students are expected to be familiar with the college’s standards on academic integrity, honesty, cheating and plagiarism as found in the John Jay College of Criminal Justice Undergraduate Bulletin. These standards will be strictly observed and enforced in this class.

Plagiarism is the presentation of someone'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. Paraphrasing, summarizing, 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 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)

NOTE: With respect to plagiarism, students enrolled in this class are hereby placed on notice that in this class the professor reserves the right to use TURNITIN.COM at any time to help identify plagiarism.
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: August 26, 2012

Name of Department or Program: Latin American and Latina/o Studies

2. Contact information of proposer(s):

   Name(s): Suzanne Oboler
   Email(s): soboler@jjay.cuny.edu
   Phone number(s): 212 237 8751; 646 510 5001


4. Current course description:

   This course explores some of the reasons why people leave their homelands in Latin America, and examines the relationship between legal status and access to rights in their new society, the United States. The course seeks to provide students with both sides of the immigration debates in the Americas, in order to foster the conceptual and foundational knowledge necessary to assess some of the issues at stake for both immigrants and U.S. society.

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

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

   c. Current prerequisites: ENG 201 and LLS 242, sophomore standing or permission of the instructor
5. Describe the nature of the revision:

The course title, course description, prerequisites of this course have been revised. The learning outcomes and assignments have been clarified.

6. Rationale for the proposed change(s):

Changes to the course title and course description have been made in order to map the course more closely to the requirements of the Justice Core: Justice in Global Perspectives. The learning outcomes have been modified to highlight more clearly the applicability of this course to the Justice Core: Justice in Global Perspective area. Similarly, while the assignment has not been changed, its emphasis has been modified to highlight the growing significance and complexity of the immigration debates for issues of justice and rights in the Americas.

In addition, because the aims and purpose of LLS 242 do not address the immigrant experiences in the Americas covered in this course, it has been removed as a prerequisite.

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

a. Revised course description:

Globalization has increased the fear of foreigners leading to debates on immigrant rights in all parts of the world, and raising the question of who gets to belong to a given society. We begin by exploring the reception of foreigners in different nations, including immigrants in the Americas. We then assess the factors that lead Latin Americans to leave their homelands, and examine the ways that immigrants’ national origins, race, class, and gender shape and differentiate their experiences in US society. Finally, we focus on the changing relationship between legal status and access to rights in the United States. This course aims to provide students with the conceptual and empirical arguments necessary to assess and debate the issue of immigrant rights in the Americas today.

b. Revised course title: Immigrant Rights in the Americas.

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Immgr Rghts in Americas

d. Revised learning outcomes:

- Students will develop an understanding of the historical, political, economic, social and cultural contexts of the struggles for justice for emigrants and immigrants throughout the Americas; this understanding will include a particular focus on differences between
immigrant reception due to the conditions for immigration and immigration policies and issues that shape the lives of immigrants in this the Americas today

- Students will analyze how emigrant/ immigrant struggles for justice have shaped societies and cultures, including the throughout the Americas
- Students will research, understand and present multiple perspectives (the State, civil society organizations, individuals) on issues of emigration/immigration in the Americas

e. Revised assignments and activities related to revised outcomes

1. In addition to weekly assigned essays, students will accompany the essay with an oral presentation of the issues raised by the readings
2. The final research paper will now include multiple perspectives to the immigration debate from different standpoints (the State, civil society, individuals, etc.)

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 201

8. Enrollment in past semesters: N/A

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

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

   **College Option:**

<table>
<thead>
<tr>
<th>Justice Core 100-level: Justice and the Individual</th>
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</thead>
<tbody>
<tr>
<td>Justice Core 300-level: Struggle for Justice &amp;</td>
</tr>
<tr>
<td>Inequality in the U.S.</td>
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<tr>
<td>Justice Core 300-level: Justice in Global</td>
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<tr>
<td>Perspective</td>
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<tr>
<td>Learning from the Past</td>
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<tr>
<td>Communications</td>
</tr>
</tbody>
</table>

   x

9b. Please explain why and how this course fits into the selected area:
By exposing students to both the debates on the reasons why people immigrate from their homelands, and the implications of their displacement, this course addresses the issues of justice in a global perspective in various ways. It helps students to develop an understanding of the context within which people become immigrants, whether by force or voluntarily, in their struggle for equity, rights and justice. It also allows students to better understand the struggle for equity, rights and justice in the host society. And it helps students to evaluate the extent to which immigrants are both impacted by their new society and in turn themselves impact their reception and the laws and customs of their host society. Finally this course prepares students to articulate, analyze, and debate from a variety of perspectives, the controversial relationship between political status and access to justice, equality and rights in the societies of the Americas.

9c. If yes, frequency and number of sections to be offered for General Education:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Frequency</th>
<th>Number of sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every semester</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>Fall semesters only</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>Spring semesters only</td>
<td><strong>1</strong></td>
<td><em>1</em></td>
</tr>
</tbody>
</table>

10. Does this change affect any other departments?

    ____XX__ No _____ Yes

What consultation has taken place? N/A

10. Date of Department or Program Curriculum Committee approval: August 24, 2012

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

    Lisandro Pérez

    Department Chair
    August 24, 2012
C19

John Jay General Education College Option
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>LLS 341</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Immigrant Rights in the Americas</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Latin American and Latina/o Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Latin American Studies</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Prerequisites: ENG 201</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>Globalization has increased the fear of foreigners leading to debates on immigrant rights in all parts of the world, and raising the question of who gets to belong to a given society. We begin by exploring the reception of foreigners in different nations, including immigrants in the Americas. We then assess the factors that lead Latin Americans to leave their homelands, and examine the ways that immigrants’ national origins, race, class, and gender shape and differentiate their experiences in US society. Finally, we focus on the changing relationship between legal status and access to rights in the United States. This course aims to provide students with the conceptual and empirical arguments necessary to assess and debate the issue of immigrant rights in the Americas today.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

☐ current course    XX revision of current course    ☐ a new course being proposed

John Jay College Option Location

Please check below the area of the College Option for which the course is being submitted.
(Select only one.)
Justice Core
☐ Justice & the Individual (100-level)

☐ Struggle for Justice & Inequality in U.S. (300-level)

XX Justice in Global Perspective (300-level)

☐ Learning from the Past

☐ Communication

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Justice Core II: Justice in Global Perspective - Please explain how your course meets these learning outcomes

Students will:

Through oral class presentations, students will define and discuss concepts such as immigrant, exile, refugee, citizen, nativism and xenophobia, as these relate to the analysis of contemporary immigration in the Americas. They will apply this knowledge to the assessment of the historical, economic, and political issues and events that have shaped both Latin American immigrants’ decisions to leave their homelands and immigrants’ experience of rights both at home and in the United States.

Through weekly intellectual journals, students will produce in-depth studies of

- Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world

- Analyze how struggles for justice have shaped societies and cultures throughout
specific topics related to immigrant rights in the Americas, and discuss them in relation to societal laws and customs at home and/or abroad, to political, social and/or cultural events in the Americas, and/or to immigration and related policies that shape immigrants’ experience of rights in this hemisphere.

Students will present, assess and debate an issue of immigrant rights from multiple points of views in their 15pg. final research papers. Students will articulate an argument based on their assessment of the extent to which the experience of people who leave their homelands is shaped by personal and social issues in the immigrants’ home countries, by international relations between their country of origin and their new society, and/or by immigrants’ access to rights in both countries.

- Differentiate multiple perspectives on the same subject
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
524 West 59th Street; 8th floor New York, NY 10019
DEPARTMENT OF LATIN AMERICAN AND LATINA/O STUDIES
Immigrant Rights in the Americas

Professor Suzanne Oboler
Office: New Building, 8th fl. Room 63.06
Telephone 212 237 8751
email: soboler@jjay.cuny.edu
Department Office Telephone: 212 237 8749

OFFICE HOURS: BY APPOINTMENT

COURSE DESCRIPTION

Globalization has increased the fear of foreigners leading to debates on immigrant rights in all parts of the world, and raising the question of who gets to belong to a given society. We begin by exploring the reception of foreigners in different nations, including immigrants in the Americas. We then assess the factors that lead Latin Americans to leave their homelands, and examine the ways that immigrants’ national origins, race, class, and gender shape and differentiate their experiences in US society. Finally, we focus on the changing relationship between legal status and access to rights in the United States. This course aims to provide students with the conceptual and empirical arguments necessary to assess and debate the issue of immigrant rights in the Americas today.

The questions guiding our class discussions this semester are:

1. To what extent are population movements in the Americas redefining traditional conceptions of citizenship, rights, national belonging and national identity in the current era of transnational migration?

2. To what extent is the status of citizen, of refugee, of exile, or immigrant in the receiving society as significant in determining people’s experiences, as their gender, generation, racial, social or national background?

3. To what extent and in what ways might noncitizens be understood as members of the U.S. community?

LEARNING OUTCOMES

- Students will develop an understanding of the historical, political, economic, social and cultural contexts of the struggles for justice for emigrants and immigrants throughout the Americas; this understanding will include a particular focus on differences between
immigrant reception due to the conditions for immigration and immigration policies and issues that shape the lives of immigrants in the Americas today

- Students will analyze how emigrant/immigrant struggles for justice have shaped societies and cultures, including the throughout the Americas
- Students will research, understand and present multiple perspectives (the State, civil society organizations, individuals) on issues of emigration/immigration in the Americas

PREREQUISITES: ENG 201

GENERAL COURSE INFORMATION AND POLICIES:

OFFICE HOURS: In addition to my regular office hours, the best way to communicate with me is via e-mail (soboler@jjay.cuny.edu). If you send me an e-mail, please make sure you include your full name at the end of the message. • IMPORTANT: Please take advantage of my office hours; come and talk with me about your class, your overall college experience, etc. Let me know if you have any concerns about the course or any assignment, so that you don’t fall behind in the class.

ATTENDANCE: You are required to attend every class. Only a medical emergency should keep you from coming to class; Any medical absence needs to be appropriately documented in writing.
Attendance is taken at the beginning of class. Every student is expected to arrive on time.
*** 3 lates will be counted as an absence
*** 3 non-medical absences will bring your grade down 1 letter.
*** 4 non-medical absences results in an “F” for the course.

READINGS: It is difficult to discuss a text without having the text in front of you. Therefore please make sure you always bring the assigned article(s) and/or book to class.

ASSIGNMENTS: We will discuss all assignments in class. Please note that I do not accept late assignments. If you do not hand in the assignment on time, please do not ask for an extension: It’s not fair to the other students in our class. All final papers must incorporate and cite relevant reading materials from the assigned readings in this course. papers must be typewritten, APA-style research paper on a topic approved by the professor. (see: http://www.lib.jjay.cuny.edu/research/apastyle_spring_2012.pdf) Students are encouraged to seek additional information and assistance from the college’s Writing Center in the New Building, Level 1.

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CELL PHONES/TEXTING: Use of your phone is strictly forbidden in this class: Please note that your grade will be seriously affected. This includes: a) no text message or use of phone allowed in this class and b) no leaving the class to use your cell phone/answer phones.

REQUIRED BOOKS

NOTE: All texts are available at the JJC bookstore and are also on reserve at the library:


Other required and recommended readings will be available on BLACKBOARD

GRADING

15%  Class Attendance and Participation

25%  Reading and Intellectual Journals. Short (1-2 page) critical account of the assigned readings for the week. Discuss the text critically and end with one question that the readings raised for you. You will be asked to draw on these accounts and questions as part of your participation in class discussion. These accounts must also be posted on Blackboard every week at least 15 minutes before class.

10%. 1 class introduction of the weekly readings

50% Term Paper: Please check due dates on the following assignments:

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
a) preliminary title/bibliography (5%)
b) proposal (6 pages + cover page and bibliography) (15%)
c) Final Paper (15 pages –not including cover page or bibliography) (30 %)

COURSE CALENDAR

I. DISPLACEMENT, BELONGING, AND THE QUESTION OF RIGHTS:
ESTABLISHING THE TERMS OF THE DEBATE

WEEK 1: Course Description, requirements, etc.
Eric Hass. To Respect and Protect: Expanding Our Discourse on Immigration pp. 1-24

WEEK 2: Globalization, Belonging and The “Crisis of Citizenship”
Sheila Croucher. Globalization, Belonging and the State pp. 9-40

WEEK 3: Political Realities/Personal Consequences—The Lived Experience And Language(s) of Displacement in the Americas: A Case Study
READ: Edna Acosta-Belén and Carlos E. Santiago. Merging Borders: The Remapping of America pp. 29-42
Ariel Dorfman. Heading South, Looking North: A Bilingual Journey

WEEK 4
READ: Ariel Dorfman. Heading South, Looking North: A Bilingual Journey (continued)
Edward Said. Reflections on Exile pp 137-149

RECOMMENDED: Macarena Gómez-Barris. Two 9/11s in a Lifetime: Chilean Art, Terror and Displacement (Latino Studies 3(1-2);

II. POPULATION MOVEMENTS IN THE AMERICAS:
THE CONTEXTS/THE CASE STUDIES

WEEKS 5: Citizenship and Americanization: Who Has What Rights?: The Case of the United States
Stephen Castles and Alastair Davidson. Being a Citizen 103-128
Juan F. Perea. “Am I American or Not?” Reflections on Citizenship, Americanization

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
and Race. pp. 49-76
Varsanyi, Monica. Getting Out the Vote in Los Angeles: The Mobilization of Undocumented Migrants in Electoral Politics. pp 219-239. (in Oboler)

DUE TODAY: BRIEF DESCRIPTION OF YOUR FINAL PAPER TOPIC AND PRELIMINARY BIBLIOGRAPHY.

WEEK 6: Nativism and Belonging: Who is Changing What in US Society?
Thomas Muller: Nativism in the Mid-1990s: Why now? pp. 105-118; (Perea)
Samuel P. Huntington. The Hispanic Challenge. pp. 1-16
Rosaura Sanchez. The Toxic Tonic: Narratives of Xenophobia
Nilda Flores-González and Elena R. Gutiérrez. Taking the Public Square: The National Struggle for Immigrant Rights 3-36.

WEEK 7: Exiles and Refugees: Cubans and Haitians in the United States
READ: Yossi Shain. Who is an Exile? pp. 7-17
Maria Cristina Garcia. Exiles, Immigrants and Transnationals: The Cuban Communities of the United States; pp 145-186
Michel S. Laguerre. “Refugees and Immigrants” “and “Conclusion: Diasporic Citizenship” pp. 75-93 and 176-193
Video: Video: Haiti: Killing the Dream

WEEK 8 “Colonized Citizens” and The Question of Belonging: A Contradiction In Terms? -- The Case of Puerto Ricans
READ: Ana Lydia Vega: Cloud Cover Caribbean

WEEK 9: Transnationalism, Dual Citizenship and the Question of Social Rights: Dominicans in the US
READ: Glick Schiller, Nina, Linda Basch, Cristina Szanton Blanc. From Immigrant to Transmigrant: Theorizing Transnational Migration. pp. 48-63

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
Peter Schuck. Plural Citizenships. pp 149-181
Michael Jones Correa. Why Immigrants Want Dual Citizenship (and We Should Too): A Response to Peter Schuck 192-197

RECOMMENDED: Leo Chavez. The Nationalist Response to the Transnationalist Challenge. (in Perea)

DUE TODAY: FINAL PROJECT PROPOSALS

IMMIGRATION POLICY AND THE QUESTION OF IMMIGRANT RIGHTS

WEEK 10 Labor Migration, Immigration Raids and the Languages of Deportation: Examples of the US Justice System and Human Rights Today
READ: Deepa Fernandes. Roundups and Registration, Detention and Deportation pp 73-111 (in Fernandes)

WEEK 11 The US-Mexico Border: What’s Really At Stake?
Deepa Fernandes. The Border Crackdown (pp. 35-72) (in Fernandes)
Mike Davis and Justin Akers Chacón: The War on Immigrants. pp. 173-258 (in Chacón and Davis)

Nicholas de Genova. The Legal Production of Mexican/Migrant Illegality. Pp. 61-85 (in Oboler)
* Amalia Pallares Representing “La Familia”: Family Separation and Immigrant Activism 215-236 BB

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013

VIDEO: Fear And Loathing At Hoover Elementary

WEEK 13: Latina Refugees and Violence Across Borders: Domestic Violence, Human Rights and The Search for Asylum
* Convention on the Elimination of All Forms of Discrimination against Women (1979) (excerpts)
Deepa Fernandes. The End of Asylum Policy as we know it? 111-143 (in Fernandes)
* Roberta Villalón. Violence Against Latina Immigrants and the Law. 17-39

VIDEO: The Least of These

WEEK 14: The Second Generation and “Deportable Citizenship”—Revisiting The 14th Amendment (1868) in the 21st Century
READ * Joel Medina. Exile. Latino Studies 8(3) Fall, 2010

WEEK 15: Revisiting the Question of Rights Across Borders: Citizenship Redefined?

PLEASE NOTE: ALL FINAL PAPERS ARE DUE AT THE END OF WEEK 15
COURSE BIBLIOGRAPHY


Approved by UCASC, Feb 1, to College Council, Feb 14, 2013


Sanchez, Rosaura. The Toxic Tonic: Narratives of Xenophobia (*mimeo*)


Shain, Yossi. 1989. Who is an Exile? *The Frontier of Loyalty: Political Exiles in the Age of the*


**PLEASE NOTE THAT THE FOLLOWING POLICIES APPLY TO THIS COURSE:**

1. **College Policies on Academic Integrity and Plagiarism**

All students are expected to be familiar with the college’s standards on academic integrity, honesty, cheating and plagiarism as found in the John Jay College of Criminal Justice Undergraduate Bulletin. These standards will be strictly observed and enforced in this class.

Plagiarism is the presentation of someone'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. Paraphrasing, summarizing, 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 to help students with problems of documentation. (From the John Jay College of Criminal Justice Undergraduate Bulletin)
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 9/25/2012

1. Name of Department or Program: Communication and Theatre Arts

2. Contact information of proposer(s):

   Name(s): Martin Wallenstein
   Email(s): mwallenstein@jjay.cuny.edu
   Phone number(s): 212-237-8364

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

   NUMBER AND TITLE: SPE 201 Argumentation and Debate
   ABBREVIATED TITLE: ARGUMTN & DEBATE

4. Current course description:

   The function of argumentation as a mode of human communication; its origins, development
   techniques, purposes and the ethics of debate. Individual and team presentations

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3 per week (no lab)
   c. Current prerequisites: SPE 113

5. Describe the nature of the revision: 1. Minor revision in description 2. Removal of SPE 113
   as a prerequisite 3. Addition of ENG 101 to the prerequisites

6. Rationale for the proposed change(s): Preparation for entry of the class into the common
   core

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

   a. Revised course description: This course explores the role of argumentation and
      debate as a form of communication in a free society. The course explores the origins,
      purposes, ethics, techniques and theoretical foundations of disputation. Students will be
      afforded the opportunity to sharpen their skills in both debates and written arguments.

   b. Revised course title: NA
c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA

d. Revised learning outcomes

**These are not really revised learning outcomes. They are the traditional desired learning outcomes for the class and do not appear explicitly in any other document except the attached syllabus.

- To gather, interpret and assess information from a variety of sources and points of view as evidenced by the research which must appear in both briefs on debate topics and in the debates themselves.

- To develop the ability to maintain objectivity in evaluating the worth of argument presented by both those with whom one agrees and those with whom one disagrees as evidenced by critical writing and analysis of the debates of others.

- To work collaboratively through team debates.

- To develop persuasiveness in communication as measured by effectiveness in evidencing, reasoning, structuring and giving voice to argument through effective word choice and, in the case of oral communication, effective delivery as evidenced in writing, debates, and discussion.

- To develop critical listening skills and the ability to think critically and adapt one’s argument on one’s feet as evidenced by the ability to perform effective refutation, rebuttal and cross examination of an opponent’s evolving positions.

- To develop an appreciation of the role of argumentation at the college, in the community, and the broader society in which we live by examining how argumentation functions in various fields and how it is practiced in various forums.

e. Revised assignments and activities related to revised outcomes NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **Eliminating SPE 113 and adding ENG 101**

8. Enrollment in past semesters: Fall 2012 12

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

   (reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

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

   College Option:
9b. Please explain why and how this course fits into the selected area:

This course meets all four of the learning outcomes listed under the Communications section of the common core. 1. Students learn to express themselves clearly in both oral and written communication. 2. Students learn to create and maintain self-awareness and critical distance because unless they do, their arguments will fail to convince those with different positions than their own and because as debate judges, they must learn to separate their biases on the issue under consideration from the question of which side presented the better case for their position. 4. Students learn to work collaboratively on debates. Students learn to listen, observe and adapt messages in class with the eye to doing so in the broader social and political context, with different target audiences.

In addition, it satisfies several of the skills and abilities from John Jay’s Gen Ed Model 2012. Listening effectively, expressing oneself clearly in written and spoken English, understanding how information is generated and organized, conducting effective internet and database searches, comprehending and discussion complex materials, critically evaluating information, understand plagiarism and citing sources, and using information effectively and responsibly all matter in Argumentation and Debate. Each is reflected in the syllabus for the class.

9c. If yes, frequency and number of sections to be offered for General Education:

Every semester ____1_____   Number of sections: 1-2
Fall semesters only ____     Number of sections: ____
Spring semesters only ____   Number of sections: ____

*The number of sections and the frequency with which this course is offered will depend upon student demand. However, there are a number of faculty in Communication and Theatre Arts who can teach this class.

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: September 2012

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

Approved by UCASC, Feb 1, to College Council, Feb 14, 2012
Seth Baumrin, Ph.D., CTA Department Chairperson
Martin Wallenstein, Ph.D., J.D., CTA Curriculum Committee Chairperson

Approved by UCASC, Feb 1, to College Council, Feb 14, 2012
### John Jay General Education College Option Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>SPE 201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Argumentation and Debate</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Communication and Theatre Arts</td>
</tr>
<tr>
<td>Discipline</td>
<td>SPE</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ENG. 101</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course explores the role of argumentation and debate as a form of communication in a free society. The course explores the origins, purposes, ethics, techniques and theoretical foundations of disputation. Students will be afforded the opportunity to sharpen their skills in both debates and written arguments.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

**Indicate the status of this course being nominated:**

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

**John Jay College Option Location**

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

- [ ] Justice Core
  - [ ] Justice & the Individual (100-level)
  - [ ] Struggle for Justice & Inequality in U.S. (300-level)
  - [ ] Justice in Global Perspective (300-level)
- [ ] Learning from the Past
- [x] Communication

**Learning Outcomes**

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

1. **Communications** - Please explain how your course meets these learning outcomes

   Students will:

   **Students will develop the ability to express themselves in writing and speaking through written papers and oral debates and class discussions. This is specified in the following learning objective for the class: To**

   - Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.
develop persuasiveness in communication as measured by effectiveness in evidencing, reasoning, structuring and giving voice to argument through effective word choice and, in the case of oral communication, effective delivery as evidenced in writing, debates, and discussion.

Students will develop self-awareness by separating their own predispositions and prejudices from the critical decisions they must make both in their papers and in judging debates. This is specified in the following learning objective for the class: To develop the ability to maintain objectivity in evaluating the worth of argument presented by both those with whom one agrees and those with whom one disagrees as evidenced by critical writing and analysis of the debates of others.

The following is a specific learning objective for the class: To work collaboratively through team debates.

The following learning objectives track specifically to this: To gather, interpret and assess information from a variety of sources and points of view as evidenced by the research which must appear in both briefs on debate topics and in the debates themselves.

To develop critical listening skills and the ability to think critically and adapt one’s argument on one’s feet as evidenced by the ability to perform effective refutation, rebuttal and cross examination of an opponent’s evolving positions.

To develop an appreciation of the role of argumentation at the college, in the community, and the broader society in which we live by examining how argumentation functions in various fields and how it is practiced in various forums.

| Maintain self-awareness and critical distance |
| Work collaboratively |
| Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society |
Syllabus  SPE 201 Argumentation and Debate

John Jay College of Criminal Justice  899 10th Avenue, New York, NY 10019
Syllabus for Argumentation and Debate  SPE 201
Faculty Member’s Name:  Martin Wallenstein, Ph.D., J.D.
Office location:  336T 12
Contact hours:  M & W 1:45-3:45 and by Appointment
Phone:  212-237-8364
E-mail address:  mwallenstein@jjay.cuny.edu

Course description:  This course explores the role of argumentation and debate as a form of communication in a free society. The course explores the origins, purposes, ethics, techniques and theoretical foundations of disputation. Students will be afforded the opportunity to sharpen their skills in both debates and written arguments.

Learning Outcomes

- To gather, interpret and assess information from a variety of sources and points of view as evidenced by the research which must appear in both briefs on debate topics and in the debates themselves.
- To develop the ability to maintain objectivity in evaluating the worth of argument presented by both those with whom one agrees and those with whom one disagrees as evidenced by critical writing and analysis of the debates of others.
- To work collaboratively through team debates.
- To develop persuasiveness in communication as measured by effectiveness in evidencing, reasoning, structuring and giving voice to argument through effective word choice and, in the case of oral communication, effective delivery as evidenced in writing, debates, and discussion.
- To develop critical listening skills and the ability to think critically and adapt one’s argument on one’s feet as evidenced by the ability to perform effective refutation, rebuttal and cross examination of an opponent’s evolving positions.
- To develop an appreciation of the role of argumentation at the college, in the community, and the broader society in which we live by examining how argumentation functions in various fields and how it is practiced in various forums.
Course pre-requisites or co-requisites: None

Requirements / Your course policies

- APA style should be (including both embedded citations in the text and reference pages at the end of a writing) should be used for citation.
- Prompt regular attendance is required. More than three cuts or three latenesses may lower grades. More than five cuts or latenesses may result in a grade of “F.”
- All assignments must be ready at the beginning of the class period for which they are due. Late assignments lose one letter grade per class period missed. All assignments must be completed in order to pass the course. Unexcused failure to fulfill a presentation or paper assignment (including those which would not otherwise be graded) results in a grade of zero for that assignment.
- All written assignments must be typed.

Required Texts

  ISBN 139780495095903    ISBN 10 0 495 094 90-7

College wide policies for undergraduate courses (see the Undergraduate Bulletin, Chapter IV Academic Standards)

A. **Incomplete Grade Policy:** A grade of incomplete will only be given where the student has averaged a grade of “C” or better on work submitted, the student has completed most of the work, and the student can document a satisfactory reason for needing the extension in order to complete the work for the semester.

B. **Extra Work During the Semester:** While extra work may be assigned in order to enhance the students grade, extra work will not be assigned to substitute for missed assignments. The assignment of extra work is at the discretion of the instructor and may be limited by time constraints of the class.

C. **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.”

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed.,* City University of New York, p.3.  
(http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Approved by UCASC, Feb 1, to College Council, Feb 14, 2012
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.

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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)

Plagiarism detection software - the College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. In taking this course, the student agrees to submit work to a Plagiarism detection software program of the instructor’s choice. Whether that program is to be used is at the discretion of the instructor.

Grading

Brief of 5-8 pages in length on the subject of your first debate (due in duplicate): 10%
First Round Debate: 10%
Second Round Debate: 15%
Third Round Debate: 15%
Critical Report on Outside current or historical Debate 8-12 pages: 15%
Final Brief of 5-8 pages in length: 15%
Final Examination: 10%
Brief Report on Forensic (competitive speech) event or club or a debate at John Jay College or at which John Jay College is involved (One Page): 5%
Participation: 5%

(The instructor reserves the right to modify the Course Calendar, and to add assignments or substitute assignments for those listed and to adjust the relative weight of the assignments.)
COURSE CALENDAR

(Module One: Basic Principles for Argumentation)

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>THEME AND TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>8/27</td>
<td>The nature of argument, the distinction between argument and argumentation, where debate resides in the world of argumentation, Benefits and pitfalls of decision-making through debate, presumption, burden of proof and rules of debate.</td>
<td>Chapter 1 &amp; 2</td>
</tr>
<tr>
<td>2.</td>
<td>8/29</td>
<td>Defining Controversies, Propositions and Parameters</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>3.</td>
<td>9/5</td>
<td>Critical Thinking: Exploring Controversies; Defining the Terms of the Debate</td>
<td>Chapter 4-5 &amp; 8</td>
</tr>
</tbody>
</table>

SPEECH PROPOSING A TOPIC FOR DEBATE

4. 9/10 Information Literacy and Argument: Finding and Testing Evidence | Chapter 6 & 7 |

(Module Two: Case Analysis and Case Building)

5. 9/12 Analysis of Affirmative Approaches: Developing and Structuring an Argument Favoring an Idea; Developing Policies and Plans for Implementation | Chapter 11-12 & 18 |
6. 9/24 Analysis of Negative Approaches: Developing and Structuring an Argument Opposing an Idea; Plan and Policy Attacks | Chapter 13 & 19 |
7. 9/26 Refutation and Rebuttal Methods, Structures and Strategies | BRIEF DUE |
8. 10/1 Ethical Dimensions to Argument and Debate: Rooting Out Fallacies and Propaganda | Chapter 10 |

(Module Three: Implementation: Putting Theory into Practice)

9. 10/3 DEBATE ROUND ONE
10. 10/10 DEBATE ROUND ONE
11. 10/15 DEBATE ROUND ONE
12. 10/17 Refining Cases, Plans, Advantages, and Attacks | Review Chapters 11-14 |
13. 10/22 The Art of the Question: Questions Embedded in the Structure of Argument; The Art of Cross Examination | Chapter 17 & 18 |
14. 10/24 DEBATE ROUND TWO
15. 10/29 DEBATE ROUND TWO
16. 10/31 DEBATE ROUND TWO
(Module Four: Focusing on Language and Style as Persuasive Tools)
17. 11/5  Language in Effective Argumentation: Developing Clear, Concise, Interesting, Appropriate & Effective Style; Using Stylistic Devices; Adapting Language to your Audience and medium  Chapter 15
18. 11/7  Delivery as a Factor in Persuasiveness: Methods and Techniques for Effective Delivery  Chapter 16
19. 11/12  Parliamentary Procedure and Parliamentary Debate  CRITICAL REPORT DUE  Chapter 12
20. 11/14  DEBATE ROUND THREE
21. 11/19  DEBATE ROUND THREE
22. 11/21  DEBATE ROUND THREE
23. 11/26  DEBATE ROUND THREE

(Module Four: Argumentation in Specialized Fields)
24. 11/28  Advanced Questioning Technique Legal Argumentation
25. 12/3  Argumentative Campaigns in Politics and Trial Law  BRIEF REPORT DUE
27. 12/10  Interpersonal Argumentation: Fighting the “Right Way”
28. 12/12  Review Session

FINAL EXAMINATION (TBA)
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: August 23, 2012

1. Name of Department or Program: Art and Music

2. Contact information of proposer(s):

   Name(s): Cyriaco Lopes  
   Email(s): clopes@jjay.cuny.edu  
   Phone number(s): 646.557.4823

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

   ART 113, Digital Photography 1, Dig Photography 1  
   (Abbreviated title can be found on SIMS)

4. Current course description:

   This course is an introduction to digital photography as an art medium. Topics include basic DSLR camera operation and use of imaging software, associated with an introductory knowledge of concepts from history and theory of photography, which include the development of the medium since its inception to the current day (i.e. from the daguerreotype to digital). Students are encouraged to create artwork that responds to research and to philosophical inquiry, and which articulates original ideas, keeping in mind the complex ethical issues associated with representation.

   a. Number of credits: 3

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

   c. Current prerequisites: None

5. Describe the nature of the revision: Revision of the language of Learning Outcomes.

6. Rationale for the proposed change(s):

   To make the Learning Outcomes more explicitly match those in the Communications area of the ‘College Options’ form.

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

   a. Revised course description:

       This course is an introduction to digital photography as an art medium and form of

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
communication. Topics include basic DSLR camera operation and use of imaging software, associated with an introductory knowledge of concepts from history and theory of photography, which include the development of the medium since its inception to the current day (i.e. from the daguerreotype to digital). Students are encouraged to create artwork that responds to research and to philosophical inquiry, and which articulates original ideas, keeping in mind the complex ethical issues associated with representation.

b. Revised course title: NA

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA

d. Revised learning outcomes:

Students will:
- Express themselves clearly in both verbal and visual languages;
- Maintain self-awareness and critical distance in creating and evaluating their own artwork and the work of others;
- Work collaboratively through in-class group activities and critiques of the artwork made by other students;
- Listen, observe, analyze and adapt visual, oral, and written communications in a variety of situations and cultural contexts for a variety of audiences.

e. Revised assignments and activities related to revised outcomes: NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters:

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

(reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

No ______       Yes X

If yes, please indicate the area:

College Option:

| Justice Core 100-level: Justice and the Individual | |
| Justice Core 300-level: Struggle for Justice & Inequality in the | |

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
9b. Please explain why and how this course fits into the selected area:

The “Communications” category in College Options recognizes visual/aesthetic expression as a form of communication. Thus, this category includes many non-verbal forms of communication: e.g., painting, drawing, silent film. In this course students are asked to express themselves both through artworks (thereby fulfilling the goal of using forms of communication that are ‘visual’ and ‘esthetic’) as well as through writing (required essays) and oral critiques.

Note: The distinction between studio art classes and liberal arts classes has become obsolete at most top-tier liberal arts institutions. College courses that emphasize art-making are nowadays enriched and informed by historical and theoretical readings and assignments, while Art History courses often include an art-making “lab” session. Thus Barnard, Yale, Alfred, Rutgers, Dartmouth, Princeton, and M.I.T., among many other colleges, include art-making courses as options in their General Education programs.

9c. If yes, frequency and number of sections to be offered for General Education:

Every semester X Number of sections: 3 to 4
Fall semesters only _____ Number of sections: _____
Spring semesters only _____ Number of sections: _____

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: August 2012

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: Dr. Lisa Farrington.
**John Jay General Education College Option**

**Course Submission Form**

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ART 113</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>DIGITAL PHOTOGRAPHY 1</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Art and Music</td>
</tr>
<tr>
<td>Discipline</td>
<td>Studio Arts</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course is an introduction to digital photography as an art medium and form of communication. Topics include basic DSLR camera operation and use of imaging software, associated with an introductory knowledge of concepts from history and theory of photography, which include the development of the medium since its inception to the current day (i.e. from the daguerreotype to digital). Students are encouraged to create artwork that responds to research and to philosophical inquiry, and which articulates original ideas, keeping in mind the complex ethical issues associated with representation.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

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

**John Jay College Option Location**

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

- [ ] Justice Core
  - [ ] Justice & the Individual (100-level)
  - [ ] Struggle for Justice & Inequality in U.S. (300-level)
  - [ ] Justice in Global Perspective (300-level)
- [ ] Learning from the Past
- [x] Communication

**Learning Outcomes**

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.
I. **Communications** - Please explain how your course meets these learning outcomes

Students will:

| Students will express themselves clearly in both verbal and visual languages. In their artwork, they will demonstrate competence in the basic principles of composition, lighting, Photoshop and camera operation. For example, in Assignment 2 (week 8) they convey a narrative through staged photography. In writing, students will draw on assigned readings to critique the art exhibits that they are required to visit. Orally, they will participate in class critiques of works seen at these exhibits. | • Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic. |
| Students will maintain self-awareness and critical distance in creating and evaluating their own artwork and the work of others. Students will demonstrate this ability on critique days (weeks 5, 8, 13, 15), when they analyze and evaluate their classmates’ artwork, as well as their own, using the information learned in class, which encompasses technical skills, formal and visual issues, as well as theory, plus historical and social context. In their critiques, they will point to the most and least successful aspects of the work, always supporting their views with the content of the class and their own research until that point. | • Maintain self-awareness and critical distance |
| Students will work collaboratively through in-class group activities and critiques of the artwork made by other students. They will demonstrate this ability on critique days (weeks 5, 8, 13, 15), when they make comments and suggestions that contribute to the development of classmates. They will also demonstrate the ability to work collaboratively during the weekly in-class reading games. | • Work collaboratively |
| Students will listen, observe, analyze, and adapt visual, oral, and written communications in a variety of situations and contexts for a variety of audiences. In each of the four art work assignments students will demonstrate the ability to adapt photographic techniques to a particular situation or audience. In Assignment 1, for example, they will choose and listen carefully to a piece of music and translate the aural experience to a visual form of communication. Students will also write one essay for each of the two art exhibitions that they are required to attend during the semester, thus connecting the material learned in class with the larger world of contemporary cultural production. | • Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society |
Syllabus for: Digital Photography 1 – ART 113

Professor: ______________________________
Office: Department of Art & Music, Suite 325T
Office Hours: By Appointment

COURSE DESCRIPTION: This course is an introduction to digital photography as an art medium and form of communication. Topics include basic DSLR camera operation and use of imaging software, associated with an introductory knowledge of concepts from history and theory of photography, which include the development of the medium since its inception to the current day (i.e. from the daguerreotype to digital). Students are encouraged to create artwork that responds to research and to philosophical inquiry, and which articulates original ideas, keeping in mind the complex ethical issues associated with representation.

Philosophical note: Images are not isolated phenomena and must be analyzed in their ecology. Since images live in a web of physical, historical, social, and emotional contexts, different meanings will come from different approaches. Therefore context is a key word for us. If we see images and works of art in a rich, multi-layered way they are never finished. They are alive – creatures in constant metamorphoses. In that sense, the image/the work of art is less of a material product than its reception.

STUDENT LEARNING OUTCOMES:

- Express themselves clearly in both verbal and visual languages;
- Maintain self-awareness and critical distance in creating and evaluating their own artwork and the work of others;
- Work collaboratively through in-class group activities and critiques of the artwork made by other students;
- Listen, observe, analyze and adapt visual, oral, and written communications in a variety of situations and cultural contexts for a variety of audiences.

ASSESSMENT:

1. **Assignment 1:** 6 Abstract Images from music. Create 6 abstract images paying special attention to composition, color, elements of design and camera technique. All 6 will be based on a piece of music of your choice (choose those that have no lyrics). Try to translate the mood and feel from an aural to a visual experience. (Apply the fundamental concepts and methods of a discipline - Articulate how meaning is created in the arts and how experience is interpreted and conveyed - Demonstrate
knowledge of the skills involved in the creative process - Use appropriate technologies to communicate).

2. Assignment 2: Staged Narratives. Convey a narrative through staged photography in about 5 images that may or may not be related.
   (Identify and apply the fundamental concepts and methods of a discipline - Articulate how meaning is created in the arts and how experience is interpreted and conveyed - Demonstrate knowledge of the skills involved in the creative process - Use appropriate technologies to communicate).

3. Assignment 3: Distilling the World Into Images. Choose a current article from the New York Times or from the Washington Post and create a series of images inspired by it. We are not interested in a mere illustration, but rather into images that express your own ideas. Be sure to include the article with the assignment.
   (Identify and apply the fundamental concepts and methods of a discipline exploring creative expression - Articulate how meaning is created in the arts and how experience is interpreted and conveyed - Demonstrate knowledge of the skills involved in the creative process - Use appropriate technologies to conduct research and to communicate).

4. Assignment 4: Time Based Photography. Create a piece in which time is an important aspect of the work. You may address time both as subject or/and as presentation.
   (Identify and apply the fundamental concepts and methods of a discipline - Articulate how meaning is created in the arts and how experience is interpreted and conveyed - Demonstrate knowledge of the skills involved in the creative process - Use appropriate technologies to conduct research and to communicate).

5. Questions about each reading will be used on an In-class Game: Bring three questions about the reading on each discussion day: Two that you know how to answer and one that you don’t. Be prepared to answer questions from your classmates and ask your own.
   (Identify and apply the fundamental concepts and methods of a discipline - Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them - Articulate how meaning is created in the arts and how experience is interpreted and conveyed - Use appropriate technologies to conduct research and to communicate).

6. Written Commentaries on Museum Visits: Visit the 2 museum exhibitions on our list of required activities and write a well-reasoned essay on our Blackboard Blog answering the following question: “How this exhibition relates to issues that have been discussed in class?” (700 words each). Please be sure to support your arguments with research that involves both online and book sources. You should also respond to posts of at least 2 of your classmates.
   (Identify and apply the fundamental concepts and methods of a discipline - Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them - Articulate how meaning is created in the arts and how experience is interpreted and conveyed - Use appropriate technologies to conduct research and to communicate).

Prerequisite: None

REQUIRED READINGS:

STUDENT RESPONSIBILITIES: In addition to attendance and assignment requirements, there are basic responsibilities and classroom etiquette students are expected to uphold:

Being courteous: The classroom studio is a study and intellectual space. No cell phone use or loud discussions, please

Coming to class prepared: You will need to complete the readings and assignments on-time and come prepared for each class session.

Attendance: Attendance is expected and the mandatory. See the following excerpt from the Undergraduate Bulletin: Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may also result in the loss of financial aid. Determination of the number of absences that constitute excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester. (Undergraduate Bulletin, p. 43).

Academic Integrity/College Policy On Plagiarism: Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36).

Americans with Disabilities (ADA) Act Policy: “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.”
Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

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

GRADES:

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
The grade is based on your classroom work, homework, written, reading and oral assignments and participation exams and final project/review/critique.

Note: The definition of an A is EXCELLENCE in all aspects; B is considered GOOD, above average; C is considered FAIR, Satisfactory; D is considered POOR; F is failing.

Incomplete Grade Policy: Incompletes are rarely granted, and only on strenuous circumstances. Students will make up an incomplete within the next semester.

OUTLINE:

**Week 1:** Course introduction.
Lecture: Photography as Art.
Topics: Comparison between symbolic representation (pre-Renascence mosaic) and mimetic art (van der Weyden) – The concept of camera obscura: photography as a continuously developing process from around 2000 years ago (among the earliest descriptions of the phenomenon) to the digital camera – questioning of the “invention” of photography – simultaneous beginnings to fixing an image: Niépce, Talbot, Daguerre, Bayard - The perceived early functions of photography: memory (images of the dead), the projected persona (cartes de visite), witness to contemporary events (first images of war), the supposedly accurate description of reality – Crisis of Western painting: pre Raphaelites X Pictorialists - Modernism: The liberation of painting of the duty to represent reality (Impressionism, Cubism) – Modernist Photography: Emphases on the documentary, technical purity and ethical engagement (Straight Photography, Pure Photography, New Objectivity, The Decisive Moment).

**Week 2:** Introduction to the formal elements of 2-D design + Resizing and Powerpoint.

**Week 3:** Camera workshop.

**Week 4:** Lecture: Staged Photography.
Topics: Contemporary Art & Photography – Duchamp: art as social construct – Staged Photography, i.e. McDermott and McGough (representations of queer sensibility) – Appropriation, i.e. Sherie Levine (representations of women) – Identity, i.e. Lorna Simpson (representations of race and gender in the U.S.) – Examples of artists for Staged Photography: Jeff Wall (anomie), Adrian Piper (provocative investigation of issues of race and gender in the U.S.), Cindy Sherman (a critical view of the representation of women in popular culture), Miguel Calderon (Class difference).


**Week 5: Critique of assignment 1: 6 Abstract Images from music.** Post comments about MoMA exhibition by Sunday 11:55 pm.

Week 6: Lecture: Engaged Photography.
Topics: The problem of representing ‘the other’ in documentary photography. Kevin Carter X Zwelethu Mthethwa – Representing an abstract, complex subject with images (Yto Barrada) - Fluid identity (1-Alan de Souza and multiple national affiliations; 2 – Ike Ude slippery Selves between Africa and the West, between genders) – Queer identity in South African (Jean Brundrit ) - Representations of women, Africans, blacks in contemporary popular culture (Candice Breitz) – Lara Baladdi and the expression of sexuality by Muslim women – Alfredo Jaar (the only artist not from Africa in today’s lecture) and his series on the Rwanda genocide - Ethical issues of the representation of tragedy without sensationalism or exploitation of victims. How to portray a conflict without making it into entertainment?

Topics: The concept of mechanical reproduction as one of the greatest revolutions on the production of images – the political implication of an art that loses the aura of the unique object and can be experienced by the ‘masses’ – how to extrapolate what Benjamin wrote in 1936 to today’s digital world?

**Week 7: Class exercise: Concept in Art.**

**Week 8: Critique of assignment 2: Staged Narratives.** Post responses to comments about MoMA by Sunday 11:55 pm.

**Week 9: Photoshop Basics (‘fixing’ a photo).**

**Week 10: Lecture: Im/permanent ages**
Topics: Cultural production in historical context (Ai Wei Wei) – Visual representation of something as abstract as time (Kelly Nipper) – History and points of view (David Clairbout) – Representation of conflict, the ‘missing’ by Oscar Muñoz - Portrait in time: Nicholas Nixon, Rineke Dikstra, Roman Opalka, Shizuka Yokomizo, Rosângela Rennó – Photography as capsules of time: Abelardo Morel, Robbin Rhode, Erwin Wurm.

Topics: Photography’s studium and punctum – Photography as preannounce of death – the was/is/will-be simultaneous moment in photography.

**Week 11: Class exercise.** Post comments about the Whitney Biennial exhibitions by Sunday 11:55 pm.


**Week 13: Critique of assignment 3: Distilling the World Into Images.**

Week 14: Class debate: Ethics in Photography.

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
Week 15: Critique of assignment 4: Time Based Photography.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 1/22/2013

1. Name of Department or Program: Art and Music

2. Contact information of proposer(s):
   Name(s): Roberto Visani
   Email(s): rvisani@jjay.cuny.edu or rvisani@yahoo.com
   Phone number(s): 212-237-8348 (w) or 718-916-8409 (c)

3. Current number, title, and abbreviated title of course: Art 115, Introduction to Sculpture
   (Abbreviated title: Intro to Sculpture)

4. Current course description:

   Students will learn basic principles and techniques of creating sculpture. Through the sculpture making process, they will be encouraged to investigate their potential for expressing three-dimensional concepts. Special emphasis will be placed on the actual process of developing creative awareness by taking an idea from its inception through various stages of revision to completion in a three-dimensional form. Through visual materials such as slides, films and videotapes as well as museum visits, students will learn about sculptures from various non-Western cultures such as Latin America, Africa and Asia.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: none

5. Describe the nature of the revision: Change course description

6. Rationale for the proposed change(s): submission to the general education communications bucket necessitated more of an emphasis on communication skills within the course.

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

   a. Revised course description:

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
This course is an introduction to sculpture as an art form and mode of communication incorporating concepts from the history and theory of sculpture as an expressive medium. Special attention will be paid to the concept, process, and formal elements of three-dimensional design. Using this knowledge, students will create artworks that both respond to their research and articulate original ideas. Class time will consist of demonstrations, lectures, field trips, critiques and individual work time.

b. Revised course title: N/A

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A

d. Revised learning outcomes

Students will:
- Express themselves clearly in both verbal and visual/aesthetic language;
- Maintain self-awareness and critical distance in creating and evaluating their own work and that of others;
- Work collaboratively with classmates through in-class activities and critiques of the sculpture created by other students;
- Listen, observe, analyze, and adapt visual, oral, and written communications in a variety of situations and cultural contexts for a variety of audiences.

e. Revised assignments and activities related to revised outcomes

Students will demonstrate their progress in meeting learning outcomes through:

1. Sketchbook Journal
   Each student will maintain a sketchbook/journal that they will bring to class each week. Weekly dated entries will be used to record the creative process, articulate ideas into rough sketches, reflect on completed work and articulate ongoing questions that may arise. Assignments will be given for the sketchbook journal which target specific skills which are part of the learning outcomes for the course. Examples include documenting their research as part of project development, expressing their opinion of an art exhibition they attended, and expressing opinions on contemporary theory in the field of sculpture based on assigned readings.

2. Analytic paper.
3. Sculpture projects and exercises.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters:
   Fall 2010 3 sections max. enrollment, 60 students, Spring 2011 2 sections max. enrollment, 40 students, Summer 2011 2 sections, 35 students, Fall 2011 3 sections max. enrollment, 60 students.
students, Spring 2012 2 sections max. enrollment, 40 students, Fall 2012 3 sections, max. enrollment, 60 students.

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

(reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

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

**College Option:**

| Justice Core 100-level: Justice and the Individual |   |
| Justice Core 300-level: Struggle for Justice & Inequality in the U.S. |   |
| Justice Core 300-level: Justice in Global Perspective |   |
| Learning from the Past |   |
| Communications | X |

9b. Please explain why and how this course fits into the selected area:

The “Communications” category in College Options recognizes visual/aesthetic expression as a form of communication. Thus, this category may include many non-verbal forms of communication, such as painting, drawing, photography, and sculpture. In this course students will meet the learning objectives of this area by communicating through artwork as well as through written and oral assignments.

*Note:* In college courses, the distinction between studio art classes and art history or art “appreciation” classes has become obsolete. College courses that emphasize art-making are nowadays enriched and informed by historical and theoretical readings and assignments, while Art History courses often include an art-making “lab” section. Thus Yale, Barnard, Alfred, Rutgers, and M.I.T., among many other colleges, include art-making courses as options in their General Education programs.

9c. If yes, frequency and number of sections to be offered for General Education:

Every semester ___X___ Number of sections: ___3-4___
Fall semesters only _____ Number of sections: _____
Spring semesters only _____ Number of sections: _____

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: August 2012

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
   Lisa Farrington, Chair, Art and Music Department

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
**John Jay General Education College Option**  
**Course Submission Form**

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ART 115</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>INTRODUCTION TO SCULPTURE</td>
</tr>
<tr>
<td>Department or Program</td>
<td>ART &amp; MUSIC</td>
</tr>
<tr>
<td>Discipline</td>
<td>ART</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>NONE</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>NONE</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course is an introduction to sculpture as an art form and mode of communication incorporating concepts from the history and theory of sculpture as an expressive medium. Special attention will be paid to the concept, process, and formal elements of three-dimensional design. Using this knowledge, students will create artworks that both respond to their research and articulate original ideas. Class time will consist of demonstrations, lectures, field trips, critiques and individual work time.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>ATTACHED.</td>
</tr>
</tbody>
</table>

**Indicate the status of this course being nominated:**

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

**John Jay College Option Location**

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

- [ ] Justice Core
  - [ ] Justice & the Individual (100-level)
  - [ ] Struggle for Justice & Inequality in U.S. (300-level)
  - [ ] Justice in Global Perspective (300-level)
  - [x] Communication
  - [ ] Learning from the Past

**Learning Outcomes**

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

**Communications** - Please explain how your course meets these learning outcomes

Students will:

<table>
<thead>
<tr>
<th>Express themselves clearly in both verbal and visual/aesthetic language. They will demonstrate their ability to communicate</th>
<th>Express oneself clearly in one or more forms of communication,</th>
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</thead>
</table>

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
through visual media by creating three-dimensional artworks that show a basic understanding of sculpture techniques and concepts (e.g., use of everyday materials, week 10). They will also demonstrate their understanding of sculptural methods in the essay on art exhibits that they are required to visit (weeks 12-14), in their sketchbook journals (weekly), in their class presentations on sculpture topics, and in their participation in class critiques (weeks 4, 10, 15).

<table>
<thead>
<tr>
<th>9. Maintain self-awareness and critical distance</th>
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<tbody>
<tr>
<td>Students will maintain self-awareness and critical distance in creating and evaluating their own work and that of others. In their class presentations, exhibition paper, and critiques, they will support their opinions by describing particular aspects of each artwork, comparing varying artistic strategies and formulating a basis to create value judgments of the artwork in question. Their written sketchbook journals (maintained weekly) will demonstrate self-awareness in their own creative process.</td>
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<tr>
<th>10. Work collaboratively</th>
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<tr>
<td>Students will work collaboratively with classmates through in-class activities and critiques of the sculpture created by other students. Since the sculpture studio is a shared space where students use common equipment, facilities and materials, they will demonstrate courtesy and mutual respect in the collective use of tools, materials and storage space. In addition, students will work collaboratively in the construction of complex three dimensional forms to complete aspects of their coursework. Finally, in formal critiques of their classmates’ work, they will make helpful suggestions informed by readings and class discussions.</td>
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<tr>
<th>11. Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society</th>
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<tbody>
<tr>
<td>Students will listen, observe, analyze, and adapt messages in a variety of situations and cultural contexts for a variety of audiences. During critiques of their own work, they will listen and respond thoughtfully and respectfully. They will critique other students’ work with appropriate detail, respect, and insight. In their research and art exhibit visits and papers, they will acquire and demonstrate knowledge of the sculpture traditions of various global cultures and create works that engage the techniques of those cultures. Students must also keep a sketchbook journal and create works of art that express their life experiences and points of view based on specific questions posed in class.</td>
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</table>
Art 115: Introduction to Sculpture, section 1  
Spring 2013, Tuesdays 10:50-1:30

Professor Roberto Visani  
tel. 212-237-8348  
email: rvisani@yahoo.com  
office: 325T room 5  
office hours: by appointment

Course Description:
This course is an introduction to sculpture as an art form and mode of communication incorporating concepts from the history and theory of sculpture as an expressive medium. Special attention will be paid to the concept, process, and formal elements of three-dimensional design. Using this knowledge, students will create artworks that both respond to their research and articulate original ideas. Class time will consist of demonstrations, lectures, field trips, critiques and individual work time.

Learning Objectives:
- Express themselves clearly in both verbal and visual/aesthetic language;
- Maintain self-awareness and critical distance in creating and evaluating their own work and that of others;
- Work collaboratively with classmates through in-class activities and critiques of the sculpture created by other students;
- Listen, observe, analyze, and adapt visual, oral, and written communications in a variety of situations and cultural contexts for a variety of audiences.

Student Responsibilities:

Attendance
Class attendance is mandatory. Punctual and full session attendance is absolutely required. Arriving late or leaving early is not acceptable. Attendance will be taken at the beginning of the class. If you are absent more than 2 times your grade will be lowered by one letter grade. 3 late arrivals or early exits from class equal an absence. This includes sick days.

Class Participation
Participation is an important part of your grade. Students will be expected to actively participate in class discussions, and ask for help / advice when needed. Students are expected to assist in studio maintenance under the supervision of the instructor. Students must follow the guidelines for studio use and rules, safety and health issues and cleaning responsibilities. In addition consider that our coursework requires serious concentration, and that this is a shared studio. So please no needless talking, cell phones, head phones, eating in class, etc.

Projects and Exercises
Projects will be based on techniques and ideas presented in class and will require you to use your problem solving and technical skills to create a work of art. Students will be required to complete all three projects and this will make
up the bulk of their grade. Exercises, weekly sketchbook entries and art vocabulary will develop your skills to communicate in the field and giving you the ability to complete each project successfully. Expect to spend time outside of the scheduled meeting time to complete assigned work.

**Sketchbook**
Each student will maintain a sketchbook/journal that they will bring to class each week. Weekly dated entries will be used to record your creative process, articulate your ideas into rough sketches, reflect on completed work and articulate ongoing questions that may arise.

**Paper**
Write a comparative analysis of two different contemporary sculptors from a list provided to you. Detailed instructions including a list of artists to choose from will be given to you midterm. Please be aware of the College policy on Plagiarism/Academic Integrity as stated in the John Jay College of Criminal Justice Undergraduate Bulletin.

**Readings**
Students are expected to read all assigned readings. They will be available in class, on blackboard and through the reserve desk of the Lloyd Sealy Library.

**Critiques**
Critiques serve to express our opinions about each others’ artwork and establish specific criteria within each project to evaluate (technique, content, creative expression). A wide variety of opinions give us a fuller understanding of our work. Because of this, your participation during critiques is essential and will be evaluated.

**Grading:**
Evaluation is based on participation, personal progress (both technical and conceptual), creativity, work ethic and completion of work. Late or incomplete submissions are not acceptable. Your grade will be based on the following:

- 60% projects
- 20% sketchbook + exercises
- 10% paper
- 10% class participation

Projects will be evaluated by the following criteria. You will receive 5-10 points for each category and your score will be a percent average of the total.

- **Technique** – how well you have used the methods / techniques introduced in class
- **Creativity** – how original and personal a statement you express
- **Effort** – the time, care and development reflected in your artwork
- **Criteria** – did you fulfill the guidelines of the assignment?

Your final grade will be based on the following scale:

- **A, A-** = excellent work 100-90%
- **B+, B, B-** = above avg. work 89-80%
- **C+, C, C-** = avg. work 79-70%
- **D+, D, D-** = below avg. work 69-60%
- **F** = fail below 60%

**Supply List:**
- padlock (optional)
- pencil/pen
- 8½" x 11" sketchbook

**Schedule**

**Week 1 (1/29)**
Introduction, review of syllabus, studio procedures, power point presentation sculpture throughout history, class readings - *Invisible Cities*

**Project 1: Invisible Cities:** Using a passage from Italo Calvino’s book *Invisible Cities* as inspiration, create an architectural sculpture using both linear and planar elements. **due beginning of week 5.**

**Reading Assignment:** Erik Koed, “Sculpture and the Sculptural,” *Journal of Aesthetics and Art Criticism*, V. 63, m. 2 (Spring, 2005), 147-154

**Assignment:** Bring at least 5 images of “invisible” spaces that people habitat. **due beginning of week 2**
Weeks 2-3 (2/5-2/14) demonstration – glue gun, wire, paper platonic solids, vocab list, power point presentation – linear and planar sculpture, vocab list, individual work time

Week 4 (2/19) IN PROGRESS CRITIQUE project 1
Sketchbook Assignment: Using sharpie markers draw a series of contour and blind contour drawings of your sculpture - due in class

Week 5 (2/26) power point presentation – toys and games in sculpture, demonstration – plasticine
Project 2: Games People Play: Create a sculpture / game including game board, game pieces, and rules of play using mold making, casting and other fabrication methods introduced in class. Look at board games, toys and puzzles for inspiration. due week 10
Sketchbook Assignment: Create a list of toys, games, and puzzles that you will draw inspiration from. Develop at least three ideas for games including, characters/implements, setting, and game play. due week 6
Assignment: In progress presentation - give a power point presentation of your sketchbook research including inspiration, sketches/photographs, and current state of project development. due week 7-8

Weeks 6-9 (3/5-3/19) student power point presentations, individual work time, vocab list, demonstration – mold making, casting, and carving, power point presentation – sculptural landscapes, multiples, individual work time
Sketchbook Assignment: Using positive and negative space, design a graphic display to advertise and articulate the premise of your game due week 9

Week 10 (4/16) CRITIQUE project 2 -game play! power point presentation – non traditional materials/mixed media sculpture, demonstration on working with non traditional materials - cardboard
Assignment: Through repetition and manipulation, construct at least three non-representational forms using everyday objects/materials. due end week 12

Week 11 (4/23): finish and review assignments, demonstration on working with non traditional materials, consumer goods, power point presentation - masks
Project 3: Identity Mask: Using common consumer goods and non traditional materials, Create a mask which reinvents and/or embodies your identity in relation to another concept (sci-fi/fantasy, animal world, security, history, culture) . You must be able to wear your mask. due beginning of week 15.
Reading Assignment: “Introduction” by John W. Nunley and Cara McCarty in Masks: Faces of Culture
Assignment: Bring in three examples of masks that will inform your final project. One of the masks should be from an indigenous culture, one from pop culture, and one from an artist of your choosing. Collect relevant social and historical information on each mask. You will have to give a power point presentation of your research that will accompany your final project. due week 13

Week 12-14 (4/30-5/14) individual work time
Writing assignment: Use your sketchbook journal to reflect your experience of an art exhibition you have attended. Include sketches, photographs, related press materials from the exhibition and your own description of the exhibition. – due beginning of week 15

Week 15 (TBD) FINAL CRITIQUE, paper due, individual meetings, vocabulary exam

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
Course Revision Form

Date Submitted: 1/22/2013

1. Name of Department or Program: Art and Music

2. Contact information of proposer(s):

   Name(s): Roberto Visani
   Email(s): rvisani@jjay.cuny.edu or rvisani@yahoo.com
   Phone number(s): 212-237-8348 (w) or 718-916-8409 (c)

3. Current number, title, and abbreviated title of course: Art 110, Ceramics Workshop
   (Abbreviated title: Ceramics Wkshop)

4. Current course description:

   This course will enable the student to design and create hand built pottery according to the principles of design, and work with various techniques of finishing, glazing, and firing. Students will learn the basic principles of three-dimensional design by studying the shapes of utilitarian as well as decorative objects in their immediate environment. In addition, they will explore pottery styles of such non-western cultures as Japan, China, the Mayans of ancient Mexico, the Yoruba of Nigeria, and the Ndebele of Zimbabwe, as well as pottery styles of the ancient Greeks and the Navaho and Pueblo Indians of the American Southwest.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: none

5. Describe the nature of the revision: Change course title and description

6. Rationale for the proposed change(s):

   a. submission to the general education communications bucket necessitated more of an emphasis on communication skills within the course.
   b. the revised title is more descriptive of the course content and consistent with other beginning courses in our department.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description:

This course is an introduction to ceramics as an art form and mode of communication incorporating concepts from the history and theory of ceramic art. Special attention will be paid to the varying possibilities of clay from the liquid through the solid, the interplay of three dimensional form and surface and the transformation of clay into ceramic through the firing process. Using this knowledge, students will create artworks that both respond to their research and articulate original ideas. Class time will consist of demonstrations, lectures, field trips, critiques and individual work time.

b. Revised course title: Ceramics 1

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Ceramics 1

d. Revised learning outcomes

Students will:
- Express themselves clearly in both verbal and visual/aesthetic language;
- Maintain self-awareness and critical distance in creating and evaluating their own artwork and that of others;
- Work collaboratively with classmates through in-class activities and critiques of the ceramic artworks created by other students;
- Listen, observe, analyze, and adapt visual, oral, and written communications in a variety of situations and cultural contexts for a variety of audiences.

e. Revised assignments and activities related to revised outcomes

Students will demonstrate their progress in meeting learning outcomes through:

1. Sketchbook Journal
   Each student will maintain a sketchbook/journal that they will bring to class each week. Weekly dated entries will be used to record the creative process, articulate ideas into rough sketches, reflect on completed work and articulate ongoing questions that may arise. Assignments will be given for the sketchbook journal which target specific skills which are part of the learning outcomes for the course. Examples include reflecting on their choice of ceramic vessels from indigenous cultures, expressing their opinion of an art exhibition they have attended, and expressing their opinion on contemporary ceramic theory based on assigned readings.

2. Analytic paper.
3. Ceramic projects and exercises.

f. Revised number of credits: N/A
g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters:
Fall 2010 3 sections max. enrollment, 60 students, Spring 2011 2 sections max. enrollment, 40 students, Summer 2011 2 sections, 35 students, Fall 2011 3 sections max. enrollment, 60 students, Spring 2012 2 sections max. enrollment, 40 students, Fall 2012 3 sections, max. enrollment, 60 students

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
(reminder - complete the CUNY Common Core or JJ College Option form if appropriate)
No _____  Yes _X__  If yes, please indicate the area:

<table>
<thead>
<tr>
<th>College Option:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice Core 100-level: Justice and the Individual</td>
</tr>
<tr>
<td>Justice Core 300-level: Struggle for Justice &amp; Inequality in the U.S.</td>
</tr>
<tr>
<td>Justice Core 300-level: Justice in Global Perspective</td>
</tr>
<tr>
<td>Learning from the Past</td>
</tr>
<tr>
<td>Communications                          X</td>
</tr>
</tbody>
</table>

9b. Please explain why and how this course fits into the selected area:

The “Communications” category in College Options recognizes visual/aesthetic expression as a form of communication. Thus, this category may include many non-verbal forms of communication, such as painting, drawing, photography, ceramic art, and sculpture. In this course students will meet the learning objectives of this area by communicating through artwork as well as through written and oral assignments.

Note: In college courses, the distinction between studio art classes and art history or art “appreciation” classes has become obsolete. College courses that emphasize art-making are nowadays enriched and informed by historical and theoretical readings and assignments, while Art History courses often include an art-making “lab” section. Thus Yale, Barnard, Alfred, Rutgers, and M.I.T., among many other colleges, include art-making courses as options in their General Education programs.

9c. If yes, frequency and number of sections to be offered for General Education:
Every semester _X__  Number of sections: _3-4_
Fall semesters only _____  Number of sections: _____

Approved by UCASC, Feb 1, to College Council, Feb 14, 2013
Spring semesters only _____ Number of sections: _____

10. Does this change affect any other departments?
   ___X___ No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: August 2012

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Lisa Farrington, Chair, Art and Music Department
### John Jay General Education College Option
#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ART 110</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>CERAMICS 1</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Art and Music</td>
</tr>
<tr>
<td>Discipline</td>
<td>Studio Arts</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None.</td>
</tr>
</tbody>
</table>

(ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)

<table>
<thead>
<tr>
<th>Co-requisites</th>
<th>None.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This course is an introduction to ceramics as an art form and mode of communication incorporating concepts from the history and theory of ceramic art. Special attention will be paid to the varying possibilities of clay from the liquid through the solid, the interplay of three dimensional form and surface and the transformation of clay into ceramic through the firing process. Using this knowledge, students will create artworks that both respond to their research and articulate original ideas. Class time will consist of demonstrations, lectures, field trips, critiques and individual work time.</td>
</tr>
</tbody>
</table>

| Sample Syllabus | Syllabus must be included with submission, 5 pages max recommended |

#### Indicate the status of this course being nominated:
- [ ] current course  - [x] revision of current course  - [ ] a new course being proposed

#### John Jay College Option Location

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

<table>
<thead>
<tr>
<th>Justice Core</th>
<th>Learning from the Past</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>- [ ] Justice &amp; the Individual (100-level)</td>
<td>- [ ] Learning from the Past</td>
<td>- [x] Communication</td>
</tr>
<tr>
<td>- [ ] Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- [ ] Justice in Global Perspective (300-level)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Outcomes

*In the left column explain the course assignments and activities that will address the learning outcomes in the right column.*

<table>
<thead>
<tr>
<th>Communications</th>
<th>1. Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will express themselves clearly in both verbal and visual/aesthetic language. They will demonstrate their ability to communicate through visual media by creating artworks that show a basic understanding of ceramic hand building and glazing technique (Projects 1 and 2). They will also demonstrate their understanding of the methods, cultural history, and theory of ceramic arts in the essays they will write in weeks 9 and 14 and in their written reviews of the art exhibitions they visit. They will demonstrate their ability to apply concepts gleaned from their reading and class discussions in their oral critiques of classmates’ work.</td>
</tr>
<tr>
<td></td>
<td>2. Maintain self-awareness and critical distance in creating and evaluating their own work and that of others. In their class presentations of their own work, critiques of the work of classmates (weeks 4 and 14), and essays on the ceramics they have seen at art exhibitions (week 15), they will demonstrate critical distance by referring to their reading, class discussions, and visits to art exhibitions and applying theoretical criteria introduced in class. They will demonstrate self-awareness through their sketchbook journal in which they record their ideas and creative process.</td>
</tr>
<tr>
<td></td>
<td>3. Work collaboratively with classmates through in-class activities and critiques of the ceramic artworks created by other students (weeks 4 and 14). Since the ceramics studio is a shared space where students use common equipment, facilities and materials, students will demonstrate cooperation and support in the collective use of kilns, clay, glazes, tools and storage space.</td>
</tr>
<tr>
<td>Students will listen, observe, analyze, and adapt messages in a variety of situations and cultural contexts for a variety of audiences. During critiques of their own work, they will listen and respond thoughtfully and respectfully. They will critique other students’ work with appropriate detail, respect, and insight. In their research and essays on their visits to ceramic art exhibits, they will acquire and demonstrate knowledge of ceramic arts and traditions in various global cultures. They will also create works that engage the techniques of those cultures. Students must also keep a sketchbook journal and create works of art that express their life experiences and points of view based on specific questions posed in class.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4. Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society</td>
<td></td>
</tr>
</tbody>
</table>
Art 110: Ceramics Workshop, section 2
Spring 2013, Wednesday 2:50-5:30

Professor Roberto Visani
tel. 212-237-8348
email: rvisani@yahoo.com
office: 325T room 5
office hours: by appointment

Course Description:
This course is an introduction to ceramics as an art form and mode of communication incorporating concepts from the history and theory of ceramic art. Special attention will be paid to the varying possibilities of clay from the liquid through the solid, the interplay of three dimensional form and surface and the transformation of clay into ceramic through the firing process. Using this knowledge, students will create artworks that both respond to their research and articulate original ideas. Class time will consist of demonstrations, lectures, field trips, critiques and individual work time.

Learning Objectives:
Students will:
- Express themselves clearly in both verbal and visual/aesthetic language;
- Maintain self-awareness and critical distance in creating and evaluating their own artwork and that of others;
- Work collaboratively with classmates through in-class activities and critiques of the ceramic artworks created by other students;
- Listen, observe, analyze, and adapt visual, oral, and written communications in a variety of situations and cultural contexts for a variety of audiences.

Student Responsibilities:

Attendance

Class attendance is mandatory. Punctual and full session attendance is absolutely required. Arriving late or leaving early is not acceptable. Attendance will be taken at the beginning of the class. If you are absent more than 2 times your grade will be lowered by one letter grade. 3 late arrivals or early exits from class equal an absence. This includes sick days.

Class Participation

Participation is an important part of your grade. Students will be expected to actively participate in class discussions, and ask for help / advice when needed. Students are expected to assist in mixing clay and loading / unloading kilns under the supervision of the instructor. Students must follow the guidelines for studio use and rules, safety and health
issues and cleaning responsibilities. In addition consider that our coursework requires serious concentration, and that this is a shared studio. So please no needless talking, cell phones, head phones, eating in class, etc.

Projects and Exercises

Projects will be based on techniques and ideas presented in class and will require you to use your problem solving and technical skills to create a work of art. Students will be required to complete all three projects and this will make up the bulk of their grade. Exercises, weekly sketchbook entries and ceramic vocabulary will develop your skills giving you the ability to complete each project successfully. Expect to spend time outside of the scheduled meeting time to complete assigned work.

Sketchbook

Each student will maintain a sketchbook/journal that they will bring to class each week. Weekly dated entries will be used to record your creative process, articulate your ideas into rough sketches, reflect on completed work and articulate ongoing questions that may arise.

Paper

Write a comparative analysis of two different contemporary ceramic artists from a list provided to you. Detailed instructions including a list of artists to choose from will be given to you midterm. Please be aware of the College policy on Plagiarism/Academic Integrity as stated in the John Jay College of Criminal Justice Undergraduate Bulletin.

Readings

Students are expected to read all assigned readings. They will be available in class and through the reserve desk of the Lloyd Sealy Library.

Critiques

Critiques serve to express our opinions about each other’s artwork and establish specific criteria within each project to evaluate (technique, content, creative expression). A wide variety of opinions give us a fuller understanding of our work. Because of this, your participation during critiques is essential and will be evaluated.

Grading:

Evaluation is based on participation, personal progress (both technical and conceptual), creativity, work ethic and completion of work. Late or incomplete submissions are not acceptable. Your grade will be based on the following:

60% projects 20% sketchbook + exercises 10% paper 10% class participation

Projects will be evaluated by the following criteria. You will receive 5-10 points for each category and your score will be a percent average of the total.

- Technique – how well you have used the methods / techniques introduced in class
- Creativity – how original and personal a statement you express
- Effort – the time, care and development reflected in your artwork
- Criteria – did you fulfill the guidelines of the assignment?

Your final grade will be based on the following scale:

A, A- = excellent work 100-90% B+, B, B- = above avg. work 89-80%
C+, C, C- = avg. work 79-70% D+, D, D- = below avg. work 69-60% F= fail below 60%

Supply List:

- padlock
- pencil/pen
- 8½” x 11” sketchbook
- large plastic bags
Schedule

Week 1 (1/30)  Introduction, review of syllabus, studio procedures, pinch pot demo
Assignment: 25 pinch pots - due beginning of week 2.
Reading Assignment: “History, Culture, and Time,” in Postmodern Ceramics by Mark del Vecchio,

Week 2-3 (2/6-2/13)  power point presentation on contemporary ceramic art, vocabulary list, slip and score demo, individual work time
Project 1: Multiples: Using your 25 pinch pots, connect them together to build a larger sculptural form at least 12 inches high. Your finished sculpture should be non-representational [not referring to any particular object(s)]. Due beginning of week 4.
Sketchbook Assignment: Using sharpie markers draw a series of contour and blind contour drawings of your sculpture - due in class.

Week 4 (2/20)  CRITIQUE project 1, power point presentation on indigenous ceramic vessels
Assignment: Find three images of vessels from indigenous cultures and prepare a short power point presentation of your images for class presentation. Bring print outs of the images to class as well and be prepared to discuss their historical/cultural context. - due beginning week 5.

Week 5 (2/27)  coil and slab building demo, student power point presentations
Sketchbook Assignment: Collage drawings of altered vessels using your images.
Project 2: The Vessel Reconsidered: Using both the slab and coil techniques reinvent what you traditionally expect a vessel to be. Your vessel does not have to be functional but must have some of the qualities inherent of a vessel. Your project must be at least 12” tall and asymmetrical. You are also required to incorporate contrasting textures in a way that draws attention to particular features of the vessel. Due beginning of week 9
Writing Assignment: Use your sketchbook/journal entry to reflect on your choice of vessels and how you adapted them for the project. Due beginning of week 9

Week 6-8 (3/6-3/20)  Vocabulary list, texture demonstrations, individual work time, review of sketchbook journals

Week 9 (4/3)  CRITIQUE project 2, begin final project
Assignment: Create 6 enclosed forms demonstrating all three hand building techniques (coil, slab, pinch) at least once - due beginning of week 11.
Project 3: Mutant Adjectives: Create a sculpture by describing and 'mutating' the two adjectives you have been given in class with the 6 forms you have created (example Zoomorphic and Architectural). Due beginning of week 13.

Week 10-12 (4/10-4/24)  Glazing demonstration, vocabulary, power point presentation on ceramic surfaces, individual work time
**Writing assignment:** Use your sketchbook journal to reflect your experience of an art exhibition you have attended. Include sketches, photographs, related press materials from the exhibition and your own description of the exhibition. – **due beginning of week 15.**

**Assignment:** glaze your first project - **due beginning of week 11.**

**Week 13 (5/1-5/8)** Glazing / individual work time, paper due 5/8


**Week 15 (5/15)** **FINAL CRITIQUE,** paper due, individual meetings, vocabulary exam
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

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

Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: August 23, 2012

1. Name of Department or Program: Art and Music

2. Contact information of proposer(s):
   
   Name(s): Cyriaco Lopes
   Email(s): clopes@jjay.cuny.edu
   Phone number(s): 646.557.4823

3. Current number, title, and abbreviated title of course:
   ART 111, Introduction to Drawing, Intro to Drawing

4. Current course description:
   This course is designed to develop student’s [sic] ability and appreciation for drawing. Students will be introduced to different drawing media and techniques and develop drawing skills through direct observation, imagination and other conceptual models.

   a. Number of credits: 3

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

   c. Current prerequisites: None

5. Describe the nature of the revision:
   Revision of the language of Learning Outcomes and Course title and description

6. Rationale for the proposed change(s): The revisions are designed to meet the “Communications” Learning Outcomes more explicitly.

Approved by UCASC, Feb 1, to College Council, Feb 14, 2012
7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description:

This course develops students’ ability to draw while fostering their understanding of drawing as a significant form of communication with its own history and theoretical foundation. Students will study different drawing media and styles and develop a vocabulary of drawing techniques through direct observation, imaginative reflection, imitation, and experimentation. Class time will be divided between drawing exercises and projects, critiques, and demonstrations, and discussions of the historical and theoretical contexts in which drawing can be understood and analyzed.

b. Revised course title: Introduction to Drawing: The Language of Line

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Into to Drawing

d. Revised learning outcomes:

Students will:

• Express themselves clearly in both verbal and visual language;
• Maintain self-awareness and critical distance in creating and evaluating their own artwork and the work of others;
• Work collaboratively with classmates through in-class activities and critiques of the artwork made by other students;
• Listen, observe, analyze and adapt visual, oral, and written communications in a variety of situations and cultural contexts for a variety of audiences.

e. Revised assignments and activities related to revised outcomes:
These are essentially unchanged, but their connection to the learning outcomes has been made more explicit.

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: 11 sections each semester, about 20 students each.

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

(reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

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

College Option:
Justice Core 100-level: Justice and the Individual
Justice Core 300-level: Struggle for Justice & Inequality in the U.S.
Justice Core 300-level: Justice in Global Perspective
Learning from the Past
Communications X

9b. Please explain why and how this course fits into the selected area:

The “Communications” category in College Options recognizes visual/aesthetic expression as a form of communication. Thus, this category includes many non-verbal forms of communication: e.g., painting, drawing, silent film. In this course students are asked to express themselves both through artworks (thereby fulfilling the goal of using forms of communication that are ‘visual’ and ‘esthetic’) as well as through writing (required essays) and oral critiques.

Since the concept of non-verbal communication can be surprising in a word-centered culture such as ours, it may be useful to review why the Communications category includes artwork such as drawing:

1. Although we tend to think of communication simply in terms of words, visual communication is in fact the oldest known form of communication. We know of drawings that are 40,000 years old and some that may be 60,000 years old. Writing, one of many forms of communication, is only about 5,000 years old.

2. Visual forms of communication such as drawing continue to be among the most important and familiar ways of communicating ideas. Architects, engineers, mathematicians, filmmakers, scientists, all use drawing to test and to express ideas.

3. Like writing, drawing is a way of thinking. Because it is a quick method with simple materials it allows for a rapid succession of images and free association. Drawing has several advantages: it exists materially (as opposed to thought); it can be shared across verbal language barriers; and it can be used to communicate not only ideas but also the process of invention or creation.

4. Finally, artwork such as drawing is an important means of cross-cultural communication.

Note: The distinction between studio art classes and liberal arts classes has become obsolete at most top-tier liberal arts institutions. College courses that emphasize art-making are nowadays enriched and informed by historical and theoretical readings and assignments, while Art History courses often include an art-making “lab” session. Thus Yale University and M.I.T., among many other colleges, include art-making courses as options in their General Education programs.

Approved by UCASC, Feb 1, to College Council, Feb 14, 2012
9c. If yes, frequency and number of sections to be offered for General Education:

- Every semester ☒ Number of sections: 3 to 4
- Fall semesters only _____ Number of sections: ______
- Spring semesters only _____ Number of sections: ______

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: August 2012

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: Dr. Lisa Farrington.
### John Jay General Education College Option
### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ART 111</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>INTRO TO DRAWING: The Language of Line</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Art and Music</td>
</tr>
<tr>
<td>Discipline</td>
<td>Studio Arts</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None.</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>None.</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course develops students’ ability to draw while fostering their understanding of drawing as a significant form of communication with its own history and theoretical foundation. Students will study different drawing media and styles and develop a vocabulary of drawing techniques through direct observation, imaginative reflection, imitation, and experimentation. Class time will be divided between drawing exercises and projects, critiques, and demonstrations, and discussions of the historical and theoretical contexts in which drawing can be understood and analyzed.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

#### Indicate the status of this course being nominated:
- [ ] current course
- [ ] revision of current course
- [ ] a new course being proposed

#### John Jay College Option Location

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

- [ ] Justice Core
  - [ ] Justice & the Individual (100-level)
  - [ ] Struggle for Justice & Inequality in U.S. (300-level)
  - [ ] Justice in Global Perspective (300-level)
  - [ ] Learning from the Past
  - [ ] Communication

#### Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

1. **Communications** - Please explain how your course meets these learning outcomes
Students will:

| Students will express themselves in both verbal and visual languages. Orally, they will draw on assigned readings to critique one another’s work in group portfolio reviews (weeks 8 and 15). They will write a total of six short papers, two of which are on museum visits and four of which are one or two-page responses to questions on the assigned readings (weeks 4, 7, 11, and 14). They will also express themselves using a variety of drawing techniques and materials, including, e.g., tape drawings (week 5), chiaroscuro (week 6), and representations of tridimensional forms (week 13). | • Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic. |
| Students will maintain self-awareness and critical distance. They will demonstrate these abilities in making their own art—and then in explaining it—during portfolio reviews (weeks 8 and 15). They will also draw on the theoretical material they have read in responding to the drawings they study on museum visits. | • Maintain self-awareness and critical distance |
| Students will work collaboratively in in-class group activities and critiques of the artwork made by other students. They will contribute to the artistic development of classmates by commenting on one another’s work both informally, during class, and more formally during portfolio critiques (weeks 8 and 15). They will also work together during the weekly in-class reading games. | • Work collaboratively |
| Students will listen, observe, analyze, and adapt visual and verbal communications in a variety of situations and cultural contexts for a variety of audiences. They will do so through demonstrating their ability to explain and/or use the technical, formal and intellectual aspects of a variety of drawing techniques such as volume, chiaroscuro, perspective, proportions, and composition. They will also demonstrate the ability to observe objects and other people through a series of life-drawing exercises (weeks 10-12). On their two required museum visits students will closely study and critique the work of artists of different times and cultural backgrounds. In their museum essays, students will describe the historical/cultural contexts of these works and will write about ways that these drawings might influence their own art-making. | • Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society |
Syllabus for: ART 111—Introduction to Drawing: The Language of Line

Professor: __________________________
Office: Department of Art & Music, Suite 325T
Office Hours: By Appointment

COURSE DESCRIPTION:

This course develops students’ ability to draw while fostering their understanding of drawing as a significant form of communication with its own history and theoretical foundation. Students will study different drawing media and styles and develop a vocabulary of drawing techniques through direct observation, imaginative reflection, imitation, and experimentation. Class time will be divided between drawing exercises and projects, critiques, and demonstrations, and discussions of the historical and theoretical contexts in which drawing can be understood and analyzed.

LEARNING OUTCOMES:

Students will:
- Express themselves clearly in verbal (written and spoken) language and in the visual language of drawing;
- Maintain self-awareness and critical distance in relation to their own artwork;
- Work collaboratively with classmates to create and critique works of art.

Assignments:

- Exhibition Assignments: Students are expected to write one essay (2 pages) for each of the two art exhibitions that they are required to attend on their own time during the semester. Each essay must connect the exhibition with assigned readings and issues discussed in class. Points of view must be supported with visual and textual evidence. This assignment takes advantage of the privileged cultural offerings of New York City and connects the content learned in class with the larger world of contemporary cultural production. Since exhibitions change frequently, a list of museums and galleries and the dates of exhibitions you may visit will be provided early in the semester.

- Portfolio Critiques: On critique days students are called to talk about their classmates’ artwork, as well as their own, using the information learned in class, which encompasses technical skills, formal and visual issues, as well as theory, plus historical and social context. They must point the most and least successful aspects of the work, always supporting their
views with the content of the class and their own research until that point.

- **Reading Responses:** Students are assigned to read some of the important texts of the field, chosen particularly from theory and philosophy of art. For each of the readings students will be given a choice of questions to respond to in a one-page essay. In class we will also engage in a team game in class in which each of them must ask and answer questions about the reading.

**REQUIRED READINGS:**


**STUDENT RESPONSIBILITIES:** In addition to attendance and assignment requirements, there are basic responsibilities and classroom etiquette students are expected to uphold:

- **Being courteous:** The classroom studio is a study and intellectual space. No cell phone use or loud discussions, please

- **Coming to class prepared:** You will need to complete the readings and assignments on-time and come prepared for each class session.

**Attendance:** Attendance is expected and the mandatory. See the following excerpt from the Undergraduate Bulletin: **Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may also result in the loss of financial aid. Determination of the number of absences that constitute excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester.** (Undergraduate Bulletin, p. 43).

**Academic Integrity/College Policy On Plagiarism:** *Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.* (From the John Jay College of Criminal Justice Undergraduate Bulletin, Approved by UCASC, Feb 1, to College Council, Feb 14, 2012
Americans with Disabilities (ADA) Act Policy: “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.”
Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

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

GRADES:

1. Midterm Portfolio Review (due on Class 8): all works done so far. 30%
2. Final Portfolio Review (due on the schedule final exam day): all works done since Midterm Portfolio review. 30%
3. A paper for each of the 2 required museum visits (2 pages each). 20%
4. One paper for each of the 4 readings, where you will answer one out of three questions (one page each). 20%

Students’ Drawings should reflect the understanding of the technical, formal and intellectual content of the class. It is expected that you demonstrate confidence in expressing volume, chiaroscuro, perspective, proportions, and composition. Your work will be judged in relation to its capacity to describe and communicate the world around you. Your work will also be evaluated in relation to the history of the medium and its ideas.

A= excellent work   B=above average work   C= average work   D= below average work
F=Fail

The grade is based on your classroom work, homework, written, reading and oral assignments and participation exams and final project/review/critique.

Note: The definition of an A is EXCELLENCE in all aspects; B is considered GOOD, above average; C is considered FAIR, Satisfactory; D is considered POOR; F is failing.

Incomplete Grade Policy: Incompletes are rarely granted, and only on strenuous circumstances. Students will make up an incomplete within the next semester.

OUTLINE:

Approved by UCASC, Feb 1, to College Council, Feb 14, 2012
WEEK 1: The Basics
   a. Introduction and supply list.
   b. Presentation of sample of student drawings.

WEEK 2: Quick Lines
Assignment 1: Contour studies with irretractable, continuous lines. Blind and cross contour studies of portraits and elements in the room. Homework: six more of environment or figures (materials: sharpie and newsprint sketchbook).
Objectives: You will learn to express what you see quickly, ‘what are the most important elements of that form? How can I describe them?’ The so called Blind Drawings (where you look only at the subject but not at the paper where you are drawing) will help you to coordinate perception (what you see) and physical expression (the hand drawing).

WEEK 3: Composition: Lines and Space
Assignment 2: Figure ground exercise.
Objective: To learn to look at the space around the main subject. In describing a thing you need to understand the space where it exists. It is the equivalent of describing the street where a character of a novel lives.
Assignment 3: Introduction of viewfinder to select portions of object drawn with severely cropping the information. Emphasis on compositional choices and the picture plane. Repeat for homework (Materials: eraser, charcoal, drawing sketchbook).
Objective: Composition is one of the most important elements of 2 dimensional art. Learning to apply concepts like balance, visual weight, implied lines etc is central to contemporary culture. There is no movie of TV drama that does not apply these concepts. They are fundamental to narrate a story (a character that is small in the frame will ‘feel’ lonely for example).

WEEK 4: Representing Time
Objective: A mental exercise in which you try to describe an event that is always new. The emphasis is not on the result in the page, but on your capacity to reset your parameters over and over and reassess the situation with which you are confronted.

Text #1—Petherbridge, “Nailing the Liminal.” Reading essay due.

WEEK 5: Shapes in Space
Assignment 5: ‘Tape Drawings’ to emphasize the positive and negative shapes that create space. Repeat for homework (Materials: black and white tape, drawing sketchbook, pencil, eraser).
Objective: To look in terms of general shapes and chiaroscuro. Tape will not allow for fine details, so you will have to concentrate in editing what is important and what is not for the main shape as well as try to emulate the light and dark areas.

WEEK 6: Memory in Three Dimensions
Assignment 6: Value Study. Create a paper model of a remembered space. Light it dramatically and render without lines, only tones between white and black. Complete another for homework. (Materials: charcoal, soft and compressed, pencils, erasers, drawing sketchbook).
Objective: This assignment deals with the tridimensional, the mental (the memory), the poetical, and the chiaroscuro. You will try to describe an ambient that exists both physically
(your paper construction) and emotionally (a place you remember) in a poetical way, communicating a tridimensional space that is also a memory.

**WEEK 7: The Tactile Experience of Drawing**

**Assignment 7:** Texture Study. Using touch to guide the hand. Blind analytical drawings to simulate texture from the unknown in a brown bag. Homework: create a texture study (Materials: ink, brush, pen, cup, charcoal, pencils, erasers, drawing sketchbook).

**Objective:** A sensorial short circuit where you will describe a tactile experience visually. Every medium of communication is limited as it can only be apprehended by one, maybe two senses. This exercise is meant to explore those limits.

**Text #2:** Dexter, “Introduction.” Reading essay due.

**WEEK 8:**

**Group Midterm Portfolio Review**

**WEEK 9: Abstract Expression**

**Assignment 8:** Abstraction: use horizontal, vertical and diagonal lines circles, squares, triangles, and irregular shapes to create a non-representational design. Complete another for homework. (Materials: collage).

**Objective:** Another assignment on Composition. Geometrical shapes will assume different perceptual values according to size, color and position in the rectangle. As Arnheim has shwon through research and polls certain shapes will be seen by most as being 'light' (the circle) or heaby (the rectangle), as well as more dinamic (diagonal compositions) than stable (horizontal ones). That is an extensive vocabulary being used since the Greeks and that is the basic of visual communication.

**WEEK 10: The Human Figure**

**Assignment 9:** Studying the figure. Introduction to proportions with skeleton.

**WEEK 11: The Human Figure Cont.**

**Assignment 10:** The Figure: gesture, contour, building mass. Homework: subway drawings (materials: sharpie, pen, pencils, erasers, charcoal, ink, newsprint sketchbook).

**Objective:** to use the knowledge aquired early on in the class to draw people.

**Text #3:** De Zegher, “Surface Tension.” Reading paper due.

**WEEK 12: Expressing Yourself**


**Objective:** to use accumulated knowledge.

**WEEK 13: Depth and Distance**

**Assignment 12:** Introduction to perspective: Create distance and spacial depth. Complete another for homework. (Materials: charcoal, soft and compressed, pencils, erasers, drawing sketchbook).

**Objective:** To represent in a 2 dimensional surface the world as we understand it, in tridimensional form. To get aquainted with illusionism as it was developed in the Renascence and as it remains one of the prevalent forms of representation in contemporary society.
WEEK 14: The Vocabulary of Color


Objective: To just glance at the use of color both in terms of cultural associations and perception.

Text #4: Joselit, "Notes on Surface." Reading paper due.

WEEK 15:
Group critique of semester’s portfolio.
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 kkilloran@jjay.cuny.edu.

1. a. Department(s) or program(s) proposing this course Interdisciplinary Studies Program

b. Name and contact information of proposer(s) Richard Haw

   Email address(e) rhaw@jjay.cuny.edu
   Phone number(s) 212-237-8076

2. a. Title of the course: Technology and Culture

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

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

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

   The reading and writing assignments are challenging; to succeed in this course students will need to have done some introductory college work. The emphasis in the course on gathering, interpreting, and analyzing evidence to support a reasoned argument lays the groundwork for 300-level courses.

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

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

   This is a General Education course that satisfies the “Scientific World” requirement in the Pathways flexible core. The emphasis in this course on the ways that technology affects, alters and controls our daily lives is consonant with the Liberal Arts mission of the College. This course introduces students to a variety of texts about (and perspectives on) technology in the sciences, humanities and social sciences and invites them both to critique those analyses and to challenge their own ways of understanding and interacting with technology.

To College Council Renewed Motion, Feb 14, 2013
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.)

It is impossible to separate technology from being human. For over 100,000 years we have used technology to shape our world, and in turn we have been shaped by the technologies we have chosen, developed, and come to rely upon, from the flint and the ax, to the jet plane and the cell-phone, and beyond. Drawing on texts from the sciences, the humanities and the social sciences, this interdisciplinary course will explore and examine the various ways technology and technological progress has molded our culture and our imagination.

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

6. Number of:
   a. Class hours 3
   b. Lab hours ______
   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:
   1) Evaluate and explain different perspectives on technology and culture in a variety of science, humanities and social science texts.
   2) Orally and in writing, identify, debate, and evaluate the merits of arguments about the positive or negative effects of technological progress.
   3) Through discussions, debates, class presentations, and written assignments, use evidence from their reading and research to devise and support their own arguments about the nature of technological progress and the personal and social benefits (and costs) of technology.
   4) In their reading, written work and in-class discussions, students will classify and appraise a range of topics central to the fields of History of Science and/or History of Technology.
5) Define, compare/contrast, and defend/criticize the ethical and moral issues surrounding the impact of technology on the contemporary world.

6) Examine local, national, and global decision-making as it relates to the discovery of new scientific principles, and compare/contrast with earlier events and examples.

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

   _____ No    X Yes

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

10. Will this course be part of JJ’s general education program? (remember to complete the CUNY Common Core Form if part of Required or Flexible Core)

   No _____    Yes X

   If yes, please indicate the area:

   **Required Core**: English Composition _____  Quantitative _____  Natural/Life Sciences _____

   **Flexible Core**:

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

   X

   Please explain why and how this course fits into the selected area:

   This course satisfies the “Scientific World” requirement in the Pathways flexible core by emphasizing the various ways that technology affects, alters and controls our daily lives. This course introduces students to a variety of texts about (and perspectives on) technology in the sciences, humanities and social sciences and invites them both to critique those analyses and to challenge their own ways of understanding and interacting with technology. As such it is fully consonant with both the letter and spirit of Pathways, in addition to John Jay’s mission.

11. How will you assess student learning?

   Assessment in all ISP courses is both formative and summative. During the semester, instructors in team-taught courses meet weekly to evaluate student responses to in-class activities and performance on written assignments (including the norming of student papers) and adjustments are made as necessary. At the end of the semester summative assessment is accomplished through mapping students’ performance on the ISP assessment rubric, which
specifies criteria such as: formulating a thesis sentence; using relevant evidence from readings to support an argument; engagement in class discussion and other class activities; and making and defending an oral argument.

Learning outcome 1 (Evaluate and explain different perspectives on technology and culture in a variety of science, humanities and social science texts) will be assessed via the following:

Students will write a series of short papers in which they analyze and reflect on how “knowledge” is constructed in sciences, the social sciences and the humanities. Short papers will be assessed with a rubric designed to measure the strength of their theses, the effectiveness of their analysis and the clarity of their writing.

Learning outcome 2 (Orally and in writing, identify, debate, and evaluate the merits of arguments about the positive or negative effects of technological progress) will be assessed via the following:

Students will write a series of summary papers in which they summarize the main thesis and supporting evidence in a key secondary text and conclude with a personal evaluation of the text’s strengths, weaknesses and persuasiveness. These summary papers will be evaluated using a rubric that measures student achievement in identifying the main thesis and its supporting evidence, and the sophistication of the students’ evaluation.

Learning outcome 3 (Through discussions, debates, class presentations, and written assignments, use evidence from their reading and research to devise and support their own arguments about the nature of technology and technological progress) will be assessed via the following:

Students will conduct a structured debate in which they argue for (or against) the idea that technology is always a positive aspect of human development. The debate will be assessed using a rubric that evaluates student achievement in identifying pertinent issues and arguments and using evidence from the readings to argue a position. The rubric will also address students’ ability to state and defend their arguments orally in clear, concise and effective language.

Learning outcome 4 (In their reading, written work and in-class discussions, students will classify and appraise a range of topics central to the fields of History of Science and/or History of Technology) will be assessed via the following:

Students will write a 5-page thesis-driven paper assessing the claims for and against the concept of “technological determinism.” This paper will be assessed using a rubric designed to measure students’ ability to identify key arguments, infer and articulate the underlying assumptions of those arguments, and compare and contrast the arguments with one another.

Learning outcome 5 (Define, compare/contrast, and defend/criticize the ethical and moral issues surrounding the impact of technology on the contemporary world) will be assessed via the following:
Students will, for example, write a 5-page paper in which they analyze how the internet has formed and shaped the contemporary debate about morality, social interaction and personal privacy. The assessment rubric will evaluate the students’ ability to summarize and compare/contrast these different arguments in a well-organized, thesis-driven essay that cites appropriate textual evidence.

Learning outcome 6 (Examine local, national, and global decision-making as it relates to the discovery of new scientific principles, and compare/contrast with earlier events and examples) will be assessed via the following:

Students will, for example, keep a current events journal in which they track and discuss relevant occurrences in the news, including their impact on both individuals and the larger society, and how scientific principles affect or lead to public policy. The journal will be assessed using a rubric that measures the students’ engagement with both current events and how scientific principles affect or lead to public policy, as well as their ability to usefully and effectively compare/contrast contemporary with earlier events.

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

   No _____ Yes X If yes, please state the librarian’s name Kathleen Collins

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

   Yes X No

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

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

13. 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

14. Date of Department curriculum committee approval July 25, 2012
15. Faculty - Who will be assigned to teach this course? Full-time and experienced and qualified part-time ISP faculty

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

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

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

   I met with Sandra Swenson from the Science Department on two occasions: once briefly last November (2012) for some initial feedback on the course and again in January 2013, after she had consulted with the Science Department Curricular Committee, for a lengthy and substantive discussion about several areas of the curriculum. Sandra thought the students would benefit from being introduced to the idea and practices of scientific reasoning and scientific method earlier in the course, and that they might deal a little more with original research, especially with the primary documents of research. Sandra also felt students might benefit from a greater understanding of how a “scientific position” might differ from an “intellectual”, “moral” or “social” position. All of Sandra’s recommendations seemed of great value and I have incorporated them into the curriculum. For example, the curriculum now opens with a discussion of the scientific method / scientific reasoning—an approach I hope will weave its way through all subsequent discussions—and ends with a number of texts specifically dealing with scientific research and scientific data.

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

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

19. Approvals:
   A.S. Green
   Chair, Proposer’s Department

   Major or Minor Coordinator (if necessary)

To College Council Renewed Motion, Feb 14, 2013
Chair or Major Coordinator, Affiliated Department (if necessary)

CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>ISP 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Technology and Culture</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Interdisciplinary Studies Program</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>It is impossible to separate technology from being human. For over 100,000 years we have used technology to shape our world, and in turn we have been shaped by the technologies we have chosen, developed, and come to rely upon, from the flint and the ax, to the jet plane and the cell-phone, and beyond. Drawing on texts from the sciences, the humanities and the social sciences, this interdisciplinary course will explore and examine the various ways technology and technological progress has molded our culture and our imagination.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>
Indicate the status of this course being nominated:

- current course
- revision of current course
- a new course being proposed

CUNY COMMON CORE Location

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

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

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here: ☐ Waiver requested

If waiver requested:
Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:
Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)
**A. English Composition**: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</td>
</tr>
<tr>
<td>• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</td>
</tr>
<tr>
<td>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</td>
</tr>
<tr>
<td>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</td>
</tr>
<tr>
<td>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</td>
</tr>
</tbody>
</table>

**B. Mathematical and Quantitative Reasoning**: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</td>
</tr>
<tr>
<td>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</td>
</tr>
<tr>
<td>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</td>
</tr>
<tr>
<td>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</td>
</tr>
<tr>
<td>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</td>
</tr>
<tr>
<td>• Apply mathematical methods to problems in other fields of study.</td>
</tr>
</tbody>
</table>

**C. Life and Physical Sciences**: Three credits

To College Council Renewed Motion, Feb 14, 2013
A course in this area **must meet all the learning outcomes** in the right column. A student will:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and apply the fundamental concepts and methods of a life or physical science.</td>
</tr>
<tr>
<td>• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</td>
</tr>
<tr>
<td>• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</td>
</tr>
<tr>
<td>• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</td>
</tr>
<tr>
<td>• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</td>
</tr>
</tbody>
</table>

### II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

### A. World Cultures and Global Issues

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</td>
</tr>
<tr>
<td>• Analyze culture, globalization, or global cultural diversity, and describe an event or process from...</td>
</tr>
<tr>
<td>more than one point of view.</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>• Analyze the historical development of one or more non-U.S. societies.</td>
</tr>
<tr>
<td>• Analyze the significance of one or more major movements that have shaped the world's societies.</td>
</tr>
<tr>
<td>• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</td>
</tr>
<tr>
<td>• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</td>
</tr>
</tbody>
</table>

### B. U.S. Experience in its Diversity

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S.
<table>
<thead>
<tr>
<th>democracy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</td>
</tr>
</tbody>
</table>

### C. Creative Expression

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

| • Gather, interpret, and assess information from a variety of sources and points of view. |
| • Evaluate evidence and arguments critically or analytically. |
| • Produce well-reasoned written or oral arguments using evidence to support conclusions. |

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

| • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
| • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them. |
| • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
| • Demonstrate knowledge of the skills involved in the creative process. |
| • Use appropriate technologies to conduct research and to communicate. |

### D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.
<table>
<thead>
<tr>
<th>A course in this area (II.D) <strong>must meet at least three of the additional learning outcomes</strong> in the right column. A student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>- Evaluate evidence and arguments critically or analytically.</td>
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<tr>
<td>- Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
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<thead>
<tr>
<th>A Flexible Core course <strong>must meet the three learning outcomes</strong> in the right column.</th>
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</tr>
<tr>
<td>- Evaluate evidence and arguments critically or analytically.</td>
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</tbody>
</table>

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**E. Scientific World**

Evaluate and explain different perspectives on technology and culture in a variety of science, humanities and social science texts. Students will write a series of short papers in which they analyze and reflect on how “knowledge” is constructed in sciences, the social sciences and the humanities. *(see Course Assignments: Short Papers)*

Orally and in writing, students will identify, debate, and evaluate the merits of arguments about the social and personal ramifications of technology and technological progress. For example, they will write a series of short papers in which they summarize and

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<table>
<thead>
<tr>
<th><strong>evaluate a key secondary text. (see Course Assignments: Summary Papers)</strong></th>
<th><strong>- Produce well-reasoned written or oral arguments using evidence to support conclusions.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Through discussions, debates, class presentations, and written assignments, students will use evidence from their reading and research to devise and support their own arguments about the nature of technology and technological progress. They will, for example, conduct a structured debate in which they argue for (or against) the idea that technology is always a positive aspect of human development. (see Course Assignments: Final Class Debate)</td>
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<tr>
<td><strong>A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:</strong></td>
<td></td>
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<tr>
<td>In their reading, written work and in-class discussions, students will classify and appraise a range of topics central to the fields of History of Science and/or History of Technology. Students will, for example, write a 5-page thesis-driven paper assessing the claims for and against the concept of “technological determinism.” (see Course Assignments: Long Papers)</td>
<td><strong>- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</strong></td>
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<td></td>
<td><strong>- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</strong></td>
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<tr>
<td>Students will define, compare/contrast, and defend/criticize the ethical and moral issues surrounding the impact of technology on the contemporary world. Students will, for example, write a 5-page paper in which they analyze how the internet has formed and shaped the contemporary debate about morality, social interaction and personal privacy. (see Course Assignments: Long Papers)</td>
<td><strong>- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</strong></td>
</tr>
<tr>
<td>Students will examine local, national, and global decision-making as it relates to the discovery of new scientific principles, and compare/contrast with earlier events and examples. Students will, for example, keep</td>
<td><strong>- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</strong></td>
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</tbody>
</table>
a current events journal in which they track and discuss relevant occurrences in the news, including their impact on both individuals and the larger society, and how scientific principles affect or lead to public policy. (see Course Assignments: Journals)

John Jay College of Criminal Justice
B6: Technology and Culture
Weds: 11:00-1:30 / 5:40-8:10

Faculty
Richard Haw
Email: rhaw@jjay.cuny.edu
Office: 06.65.04 New Building
Phone: 212-237-8076
Office Hours: Weds 3pm-5pm

Dennis Sherman
Email: dsherman@jjay.cuny.edu
Office: 06.65.05 New Building
Phone: 212-237-8457
Office hours: Weds 3pm-5pm

Course Description:
It is impossible to separate technology from being human. For over 100,000 years we have used technology to shape our world, and in turn we have been shaped by the technologies we have chosen, developed, and come to rely upon, from the flint and the ax, to the jet plane and the cellphone, and beyond. Drawing on texts from the sciences, the humanities and the social sciences, this interdisciplinary course will explore and examine the various ways technology and technological progress has molded our culture and our imagination.

Learning Outcomes:
Students will:
- Evaluate and explain different perspectives on technology and culture in a variety of science, humanities and social science texts
- Orally and in writing, identify, debate, and evaluate the merits of arguments about the positive or negative effects of technological progress
- Through discussions, debates, class presentations, and written assignments, use evidence from their reading and research to devise and support their own arguments about the nature of technology and technological progress
- In their reading, written work and in-class discussions, classify and appraise a range of topics central to the fields of History of Science and/or History of Technology
- Define, compare/contrast, and defend/criticize the ethical and moral issues surrounding the impact of technology on the contemporary world
- Will examine local, national, and global decision-making as it relates to the discovery of new scientific principles, and compare/contrast with earlier events and examples
- Be active readers, speakers, listeners and writers

Required Reading:
Students will need to purchase the following text:


All the other readings for this course are available on the course blackboard site. These must be printed out and brought to class on the assigned day. They are:

Thomas Hughes, “Technology and Culture” from *Human-Built World* (2005)
Rudi Volti, “Scientific Knowledge and Technological Advance” from *Society and Technological Change* (2009)
Carl Sagan, “In Praise of Science and Technology” from *Broca’s Brain* (1979)
Henry David Thoreau, *Walden* (1854) (extracts)
Joseph Stella “Brooklyn Bridge (A Page of My Life)” from *transition* (1929)
Wanda Corn, “In Detail: Joseph Stella and New York Interpreted” from *Portfolio* (1982)
Joseph Priestley, *The History and Present State of Electricity, with Original Experiments* (extracts) (1767)
Thomas Edison, “Diary, 1880-1885” (extracts)
Nikola Tesla, *My Inventions* (extracts) (1919)
James King, “The Development of Electrical Technology in the Nineteenth Century” from *Contributions from the Museum of History and Technology* (1962)
Thomas Hughes, “The Electrification of America: The System Builders” from *Technology and Culture* (1979)
Elihu Thomson, “Electricity in 1876 and 1893,” from *Engineering Magazine* (1894)
Luther Steieringer, “The Evolution of Exposition Lighting” from *Western Electrician* (1901)
Linda Jackson, Yong Zhao, Edward Witt, Hiram Fitzgerald, Alexander Eye, “Gender, Race and Morality in the Virtual World and Its Relationship to Morality in the Real World” from Sex Roles (2009)
Julian Oldmeadow, Sally Quinn, and Rachel Kowert, “Attachment Style, Social Skills, and Facebook Use Amongst Adults,” from Computers in Human Behavior (2012)
Andrew Hessel, Marc Goodman and Steven Kotler, “Hacking the President’s DNA” from The Atlantic (2012))

Schedule:
The following are the readings to be completed by the indicated class period. As the course relies on classroom participation rather than lectures, it is essential to do the readings, bring the readings to class and come to class on time.

Week 1  Technology: An Introduction

Week 2  Thinking Science / Thinking Technology

Week 3  Doing Science / Doing Technology

**First Summary Paper Due***

Week 4  Technology: Pro and Con

**First Short Paper Due***

Week 5  Do Machines Make History? The Problem of Technological Determinism I
Reading: Merritt Roe Smith and Leo Marx, eds, Does Technology Drive History? The Dilemma of Technological Determinism, pages 1-36 and 53-100

Week 6  Do Machines Make History? The Problem of Technological Determinism II
Reading: Merritt Roe Smith and Leo Marx, eds, *Does Technology Drive History? The Dilemma of Technological Determinism*, pages 101-168 and 259-275

**Week 7**

**Questioning Technology: Where Are We?**

Reading: David Nye, *Technology Matters: Questions to Live With*, chapters 1-6 (pages 1-108)

**First Long Paper Due**

**Week 8**

**Questioning Technology: Where Do We Go?**

Viewing: David Nye, *Technology Matters: Questions to Live With*, chapters 7-11 (pages 109-226);

**Week 9**

**The Technological Imagination**

Looking: students will look at and discuss the following Joseph Stella painting: *Voice of the City of New York Interpreted* (Five Panels, 1920-22: I The Battery (The Port); II The Great White Way Leaving the Subway (White Way I); III The Prow (The Skyscrapers); IV Broadway (White Way II); V The Brooklyn Bridge (The Bridge))

Reading: Joseph Stella “Brooklyn Bridge (A Page of My Life)” from *transition* (1929); Wanda Corn, “In Detail: Joseph Stella and *New York Interpreted*” from *Portfolio* (1982)


**Second Summary Paper Due***

**Week 10**

**Inventing Electricity**


**Week 11**

**Electrifying America**


**Week 12**

**Television: How We Watch**


**Third Summary Paper Due***

**Week 13**

**Computers: How We Think**

**Week 14**
Computers: How We Behave

**Second Short Paper Due***

**Week 15**
Going Wrong: Technological Disaster
Reading: E.M. Forster, “The Machine Stops” (1909); Andrew Hessel, Marc Goodman and Steven Kotler, “Hacking the President’s DNA” *The Atlantic* (2012)

**Second Long Paper Due**

**Week 15**
Debate: Technology, Right or Wrong?
Doing: the class will stage a structured debate about the merits of technological progress

**Journals Due**

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**Course Assignments**

1) **Summary Papers**: Students will write short papers in which they summarize the main thesis and supporting evidence in a key text and conclude with a personal evaluation of the text’s strengths, weaknesses and persuasiveness. Papers should be typed in 12 point font, double-spaced and with appropriate 1 inch margins. Be sure to keep a copy of every paper turned it. Late papers will be marked down. Excessively late papers will not be accepted. Papers cannot be sent in by email or fax, they should be handed in at the beginning of class on the appropriate date.

2) **Short Papers**: Students will write a series of short papers in which they analyze and reflect on how “knowledge” is constructed in sciences, the social sciences and the humanities. Papers should be typed in 12 point font, double-spaced and with appropriate 1 inch margins. Be sure to keep a copy of every paper turned it. Late papers will be marked down. Excessively late papers will not be accepted. Papers cannot be sent in by email or fax, they should be handed in at the beginning of class on the appropriate date.

3) **Long Papers**: Students will write two 5-page “long” papers. The first will ask student to assess the claims for and against the concept of “technological determinism.” The second will ask students to write a 5-page paper in which they analyze how the internet has formed and shaped the contemporary debate about morality, social interaction and personal privacy. Papers should be typed in 12 point font, double-spaced and with appropriate 1 inch margins. Papers should reflect serious thought and engagement with the issues raised in the assigned
reading. Students are encouraged to use personal reflection, current events and extra-course materials. Be sure to keep a copy of every paper turned in. Late papers will be marked down. Excessively late papers will not be accepted. Papers cannot be sent in by email or fax, they should be handed in at the beginning of class on the appropriate date.

4) **Journals**: Students will keep a journal throughout the semester in which to record and reflect on their interactions with technology and their evolving thoughts on the subject of technological progress. Students will also track and discuss any relevant news items they encounter, especially as it relates to new technological inventions and applications, and governmental policy. Students will be expected to update their journal every week and include any and all extra-course material and information they come across that relates to technology: newspapers / news clippings, photos, etc. You should try to include your encounters with anything and everything that relates to the idea of technology in your journal; likewise, your journal should reflect your semester-long immersion in the idea of how technology affects individual lives. **Students must bring their journal to class every week.**

5) **Final Class Debate**: For the final class of the semester you will be assigned a position “for” or “against” technology. As a member of a larger team, you will be required to argue your position in a structured debate. This will require substantial preparation on your part. You will be required to make clear and cogent arguments in support of your position, and be able to support them with pertinent and persuasive evidence from the readings. You will also need to be able to counter the arguments of the other side in an equally emphatic and effective manner.

**Course Requirements**

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

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

2) **Academic Integrity: Plagiarism** is 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

To College Council Renewed Motion, Feb 14, 2013
Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution. (From the John Jay College of Criminal Justice Bulletin, p. 89)

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

3) Writing Tutors: Students are encouraged to consult the Interdisciplinary Studies writing tutor if they are experiencing difficulties planning or writing their assignments. Always remember: the communication of your ideas is wholly dependent on the clarity of your writing.

4) Problems: If you have any difficulties with the course—big or small—please consult with either Professor Haw or Professor Sherman. In addition, you can see Bertha Peralta-Rodriguez, the program counselor, in Room 06.65.02 NB or make an appointment with her at (212) 237-8304. Remember, ISP’s staff and faculty are here to ensure your academic success.

Grading

Final grades will be based upon the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Papers</td>
<td>20%</td>
<td>A, A-, B+</td>
</tr>
<tr>
<td>Long Papers</td>
<td>40%</td>
<td>B, B-, C+</td>
</tr>
<tr>
<td>Journal</td>
<td>20%</td>
<td>C, C-, D+</td>
</tr>
<tr>
<td>Final Debate</td>
<td>5%</td>
<td>D, D-</td>
</tr>
<tr>
<td>In-class participation and behavior</td>
<td>15%</td>
<td>F</td>
</tr>
</tbody>
</table>

Class Decorum

Attendance: Students are allowed only two absences. Three absences will lead to automatic course failure.

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

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

Class Conduct:

***General Rule: Please be considerate to your fellow students; do not disrupt class***

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

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

No eating in class.
No disruptive behavior in class. This includes personal discussions or cross-talking.
<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>MUS 140</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>INTRODUCTION TO GUITAR</td>
</tr>
<tr>
<td>Department or Program</td>
<td>ART &amp; MUSIC</td>
</tr>
<tr>
<td>Discipline</td>
<td>MUSIC</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>NONE</td>
</tr>
<tr>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</td>
<td></td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course will enable a beginning student to learn how to play the guitar and read music. Basic musical concepts to be covered include treble and bass clef, scales, chords, melody, and harmony. The student will learn the fundamentals of guitar technique including hand positions and finger exercises. The construction and technology of the instrument will be explored and discussed in conjunction with the study of technique in a variety of musical cultures and contexts from around the world.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus ATTACHED.</td>
</tr>
</tbody>
</table>

**Indicate the status of this course being nominated:**

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

**John Jay College Option Location**

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

- [ ] Justice Core  
  - [ ] Justice & the Individual (100-level)  
  - [ ] Struggle for Justice & Inequality in U.S. (300-level)  
  - [ ] Justice in Global Perspective (300-level)  
  - [ ] Learning from the Past  
  - [XX] Communication

**Learning Outcomes**

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.
<table>
<thead>
<tr>
<th>I. <strong>Communications</strong> - Please explain how your course meets these learning outcomes</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Students will:</td>
<td></td>
</tr>
<tr>
<td>Students will write a concert report/research paper based on attendance at a live guitar-focused performance that demonstrates their knowledge of the influence of historical and cultural processes of various styles of guitar performance techniques. Students will be able to communicate musically as they play the guitar with knowledge of all the music skills, including accuracy in reading rhythm, pitch, articulation, phrasing, dynamics, correct hand position, and complete continuity of concentration.</td>
<td>• Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</td>
</tr>
<tr>
<td>Through research and playing, students will be able to understand, absorb and utilize the technical parameters of music including rhythm, pitch, articulation, phrasing, and dynamics. They will be able to use this knowledge for their own creative musical expression and through their research they will gain critical discernment of various styles of playing.</td>
<td>• Maintain self-awareness and critical distance</td>
</tr>
<tr>
<td>Students work collaboratively playing duets and group pieces in class as well as assisting each other with execution of pieces. They learn to constantly listen to each other as they play so that they can blend in, highlight, and support their classmates at the guitar or step into the foreground as dictated by each piece of music.</td>
<td>• Work collaboratively</td>
</tr>
<tr>
<td>Students will be able to fully contextualize and recognize cultural patterns in the music that they study. Because of their concert report, required guided listening/viewing assignments on guitar performance styles, and their active participation in creating these musical styles, students will be able to appreciate how musical sound is used to convey meaning in various cultures.</td>
<td>• Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society</td>
</tr>
</tbody>
</table>

Approved by UCASC, Nov 16, NOT approved by College Council, Dec 12, 2012
COURSE DESCRIPTION: This course will enable a beginning student to learn how to play the guitar and read music. Basic musical concepts to be covered include treble and bass clef, scales, chords, melody, and harmony. The student will learn the fundamentals of guitar technique including hand positions and finger exercises. The construction and technology of the instrument will be explored and discussed in conjunction with the study of technique in a variety of musical cultures and contexts from around the world.

STUDENT LEARNING OBJECTIVES: College Option/Communications

1. Express oneself clearly in one or more forms of communication such as written, oral, visual, or aesthetic.

Students will write a concert report/research paper based on attendance at a live guitar-focused performance that demonstrates their knowledge of the influence of historical and cultural processes of various styles of guitar performance techniques. Students will be able to communicate musically as they play the guitar with knowledge of all the music skills, including accuracy in reading rhythm, pitch, articulation, phrasing, dynamics, correct hand position, and complete continuity of concentration.


Through research and playing, students will be able to understand, absorb and utilize the technical parameters of music including rhythm, pitch, articulation, phrasing, and dynamics. They will be able to use this knowledge for their own creative musical expression and through their research they will gain critical discernment of various styles of playing.

3. Work collaboratively
Students work collaboratively playing duets and group pieces in class as well as assisting each other with execution of pieces. They learn to constantly listen to each other as they play so that they can blend in, highlight, and support their classmates at the guitar or step into the foreground as dictated by each piece of music.

4. Listen, observe, analyze, and adapt messages in a variety of situations in cultural contexts and for target audiences in a diverse society.

Students will be able to fully contextualize and recognize cultural patterns in the music that they study. Because of their concert report, required guided listening/viewing assignments on guitar performance styles, and their active participation in creating these musical styles, students will be able to appreciate how musical sound is used to convey meaning in various cultures.

**ASSESSMENT (See assessment tools detailed above in numbers 1-6 as well as below)**

1. Research Paper: 20% of grade. Choose a style of guitar music and attend a live performance. Then write a paper of a minimum of 4 pages, investigating the style’s history, the performer and the music performed. Standard MLA or APA forms are to be used.

2. Midterm: 20% of grade. Consists of in class performance of technical finger exercises and musical pieces to be determined as well as guitar styles.

3. Final Exam: 20% of grade. Consists of in class performance of technical finger exercises and musical pieces to be determined as well as guitar styles.

4. Quizzes: 25% of grade. Consist of in class performance of technical finger exercises and musical pieces to be determined as well as guitar styles.

5. Class preparedness/Attendance: 15% of grade.

**REQUIRED READINGS:**

1) *Alfred’s Basic Guitar Method, Complete* by Morty Manus and Ron Manus
ISBN: 0739048937

**ADDITIONAL MATERIALS:**

1) A few guitar picks (25¢/each)
2) A guitar for at-home study and practice
3) A metronomoe

**STUDENT RESPONSIBILITIES:** In addition to attendance and assignment requirements, there are basic responsibilities and classroom etiquette students are expected to uphold:

Approved by UCASC, Nov 16, NOT approved by College Council, Dec 12, 2012
**Being courteous:** The classroom studio is a study and intellectual space. No cell phone use or loud discussions, please.

**Coming to class prepared:** You will need to complete the readings and assignments on-time and come prepared for each class session.

**Attendance:** Attendance is expected and the mandatory. See the following excerpt from the Undergraduate Bulletin:  
*Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may also result in the loss of financial aid. Determination of the number of absences that constitute excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester.* (Undergraduate Bulletin, p. 43).

**Academic Integrity/College Policy On Plagiarism:** *Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.* (From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36).

**Americans with Disabilities (ADA) Act Policy:** “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.” Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed.,* City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

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

**GRADES:** The grade is based on your classroom work, homework, written, reading and oral assignments and participation exams and final projectreview/critique.

Approved by UCASC, Nov 16, NOT approved by College Council, Dec 12, 2012
Note: The definition of an A is EXCELLENCE in all aspects; B is considered GOOD, above average; C is considered FAIR, Satisfactory; D is considered POOR; F is failing.

Incomplete Grade Policy: Students will make up an incomplete within the next semester. I will oversee any exams that have to be made up.

Weekly Schedule:

**Week 1:** Guitar Styles 1 - In the Beginning: *Oud*, Baroque guitar, Antonio de Torres Jurado
Introduction to playing and Getting Acquainted with Music, pp. 6-11
The First String E and Counting Time, pp. 12-15

**Week 2:** Guitar Styles 2 - Double-Course Guitars of the Americas: Cuban *tres* and *laúd*, Puerto Rican *cuatro*, Colombian *tiple*, Andean *charango*

The Second String B, pp. 16-19
The Third String G and Introducing Chords, pp. 20-22

**Week 3:** Guitar Styles 3 - Ragtime Blues: Son House, Blind Lemon Jefferson, Blind Blake, Blind Boy Fuller, Texas Alexander, Leadbelly, Mississippi John Hurt, Lightening Hopkins, Booker White, Skip James, Rev. Gary Davis, Big Bill Broonzy, Sonny Terry and Brownie McGhee

*QUIZ 1 - COVERING PREVIOUS 4 CLASSES AND STYLES*

Three-String C Chord, Three-String G7 Chord, Three-String G Chord, pp. 24-27

The Fourth String D, Fermata, Common Time, pp. 28-31

**Week 4:** Guitar Styles 4 - Blues: Albert Collins, Albert King, Muddy Waters, Buddy Guy, T-Bone Walker, BB King, John Lee Hooker, Freddie King, Stevie Ray Vaughan, Robert Cray, Keb Mo, Corey Harris, Ben Harper

Four-String G & G7 Chords, pp. 32-33

**Week 5:** Guitar Styles 5 - Country and Bluegrass: Bill Monroe, Doc Watson, Tony Rice, Clarence White, Bill Monroe, Andy Statman, Bela Fleck, Earl Scruggs, Jimmy Bryant, Speedy West, Buddy Emmons, Doug Jernigan

The Fifth String A, pp. 34-36

*QUIZ 2 - COVERING PREVIOUS 4 CLASSES AND STYLES*

Introducing High A and Incomplete Measure, pp. 37-39

**Week 6:** Guitar Styles 6 - Rock and Blues1: Bo Diddley, Chuck Berry, Curtis Mayfield, Jimi Hendrix, Carlos Santana, Scotty Moore, Steve Cropper, Eric Clapton, Jeff Beck, Pete Townshend, George Harrison, James Burton

*GUITAR STYLES CONCERT REPORT DUE*

The Sixth String E, Tempo Signs, Bass-Chord Accompaniment, pp. 40-42

Approved by UCASC, Nov 16, NOT approved by College Council, Dec 12, 2012
Dynamics, Rests, pp. 43-45

**Week 7:** Guitar Styles 7 - Rock and Blues 2: Eddie Van Halen, Jimmy Page, Ritchie Blackmore, Tommy Iommi, Duane Allman, Dicky Betts Brian May, Keith Richards, Randy Rhoads

Four-String C Chord, More Bass-Chord Accompaniments, pp. 46-49

*QUIZ 3 - COVERING PREVIOUS 5 CLASSES AND STYLES*

Eighth Notes, pp. 50-51

**Week 8:** Guitar Styles 8 - Rock and Blues 3: Robert Fripp, Adrian Belew, Steve Howe, Alex Lifeson, David Gilmour, Andy Summers, Prince, Nils Lofgren, Jennifer Batten

Sharps, Flats, Naturals, pp. 52-55

Four String D7 Chord, pp. 56-57

**Week 9:** Review Guitar Styles

The Major Scale, Key Signatures, pp. 58-59

*MIDTERM*

**Week 10:** Guitar Styles 9 - Jazz: Charlie Christian, Oscar Moore, Freddy Greene, Herb Ellis, Django Reinhart, Wes Montgomery, Kenny Burrell, George Benson, Jim Hall, Joe Pass, Pat Metheny, Eddie Lang, Pat Martino, Bill Frisell, Kurt Rosenwinkel, John Scofield, Mike Stern, Emily Remler, Mimi Fox, Sheryl Bailey

Eighth Rests, pp. 60-61

Dotted Quarter Notes and Guitar Fingerboard Chart, pp. 62-64

**Week 11:** Guitar Styles 10 - African Guitar Music: Jean Bisco Mwenda, Ali Farka Touré, King Sunny Ade, Diblo Dibala, Sekou Diabaté, François Luambo Makiadi, Oliver Mtukudzi, Christogonus Ezebuiru Obinna, Abdul Tee Jay, Hamed Soumounou

*QUIZ 4 - COVERING PREVIOUS 2 CLASSES AND STYLES*

Key of C Major, pp. 65-68

**Week 12:** Guitar Styles 11 - Europe: Paco de Lucia, Ramón Montoya, Tomatito, Andrés Segovia, Niccolò Paganini

Bass Solos with Chord Accompaniment, p. 69
Key of G Major I, pp. 70-72
Key of G Major II, pp. 73-74

**Week 13:** Guitar Styles 12 – Asia and Hawaii: Tau Moe, Eddie Kamae, Gabby Pahinui, Jake Shimabukuro, Nguyen Le, Wu Wenguang, VM Bhatt, Debashish Bhattacharya

Approved by UCASC, Nov 16, NOT approved by College Council, Dec 12, 2012
*QUIZ 5 - COVERING PREVIOUS 3 CLASSES AND STYLES
Syncopation, pp. 75-77
Key of A Minor, pp. 78-79

**Week 14:** Guitar Styles 13 - Modern Fingerstyle: Tuck Andress, Martin Taylor, Michael Hedges, Vicki Genfan, Lenny Breau, Andy McKee, Kaki King

6/8 Time, pp. 80-81
Bass-Chord Accompaniment: Key of C, pp. 82-83

**Week 15:** Guitar Styles 14 - Experimental Instruments and Techniques: Charlie Hunter, Trey Gunn, Tony Levin, Stanley Jordan

**FINAL EXAM 10:15AM-12:15PM**
Proposal to Revise the Policy on the Undergraduate Dean’s List

Effective Date: Fall 2013


Students are eligible for the Undergraduate Dean’s List if they have:

- Passed or been exempted from all three assessment exams (reading, writing and mathematics)
- Earned a 3.35 cumulative GPA and a 3.5 GPA calculated over the past academic year
- Had no grade of INC or WU during the past academic year
- Taken 18 credits during this period, none of which consisted of pass/fail coursework

The Undergraduate Dean’s List is based upon the credits and grade point average recorded by the Office of the Registrar at the conclusion of the spring term for the previous academic year, a period that includes the summer session(s), fall term and spring term. Designation for the Undergraduate Dean’s List is finalized on June 30 and published during the subsequent fall semester. For more information, please call 212.237.8553.

Rationale for change:

In general, John Jay’s current policy for Dean’s List is not consistent with that of many well regarded institutions. We have taken a survey of several colleges and universities around the country, including many in the NYC metro area as well as some AAC&U institutions nationally. Some important details differ between our current policy and that of other institutions. In general, most institutions consider only the term GPA (without regard for the cumulative GPA), require a higher GPA than currently required of John Jay students, and require a full-time load. A copy of that study is attached. Further explanation of these points follows.

First and foremost, the overall requirements are considerably lower at John Jay College than at many other colleges and universities. The result of which is that a disproportionate number of students achieve Dean’s List status at John Jay, negating the benefit to those whose work is truly superior.

Second, the current policy does not require a full-time load, which, in turn, causes us to base this honor on a smaller number of credits than many other universities require. This has both advantages and disadvantages. On the one hand, more students may be eligible for the honor; on the other, the significance of the award may be offset by artificially increasing the number of recipients. For students who are truly motivated to excel, the current policy does not encourage them to carry a full-time load. Note that our current enrollment trends show an increasing proportion of full-time students (Fall 2012 has 77.5% of undergraduate students carrying a full-time load).

Approved by UCASC, Dec 7, to College Council, Feb 14, 2013
Third, the current Dean’s List is run once each year. Many colleges and universities consider students for this honor each semester. This increases the opportunities for students to achieve the award and underpins the need for higher eligibility requirements. It may also be seen as an incentive for students who usually study part time to enroll in a full-time load at least once during their career.

Based on the policies of our colleagues and best practices, a proposed revision to our current policy is below.

Proposal for revised policy:

At the end of each fall and spring semester, John Jay College issues a list of matriculated undergraduate students who have achieved distinguished semester records. The list will be generated by one month after the last day of finals by the Office of the Registrar. The dean’s list recognizes students who have completed the following requirements at the time the list is computed for the semester the dean’s list is to be awarded:

- Enrolled as a matriculated student in a baccalaureate degree–granting program
- Completed a full-time program of at least 12 credits, in addition to any courses taken as P/F, which must be successfully completed (P).
- Earned a semester GPA of 3.5 or better
- All grades are C (2.0) or better (grades of C- or below will disqualify the student)
- No marks of Incomplete (INC), NGR, PEN, R, W, WA, *WN, or WU

Once the dean’s list is published, it is final. Students who later attain a qualifying average through a grade change or removal of an Incomplete will not be included on the dean’s list for that semester.

Note that students who have requested “Restricted Release of Directory Information” (a FERPA block) will not appear on the Dean’s List (although a notation is reflected on the transcripts of all students who achieve the honor).
John Jay College of Criminal Justice
The City University of New York

A New Program Proposal for a

Master of Science Program in Security Management

SPONSORED BY PROTECTION MANAGEMENT MASTER’S PROGRAM

College Governance Bodies:

Approved by the Committee on Graduate Studies: November 19, 2012

Approved by College Council:

Anticipated Date of Implementation: Fall, 2013

Dr. Jane Bowers, Provost and Senior Vice President __________________________
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I. Purpose and Goals

This is a proposal for a Master of Science program in Security Management. The proposal describes the aim and overall direction of the program as well as specific course content and growth projections. The M.S. in Security Management is not proposed as a completely new program initiative but rather a new program based on the College’s existing M.S. program in Protection Management. This proposal seeks to develop the Security Management component of the three specializations of the M.S. program in Protection Management. While the Protection Management program will be continued, the proposed Security Management program will build upon its fundamental strengths in security administration and allow graduate students to dedicate their academic journey solely to the security industry.

Private security is now considered the 4th branch of the justice model; an addition to policing, corrections, and the legal and judicial systems. More and more services, once the exclusive province of public entities, are being systematically outsourced to the private sector. The fact that corporate and industrial entities shape their own policing services is well known; that hospitals rely upon private sector security firms is undeniable; that courthouses, military installations and federal agencies employ private security is simply obvious. This drift towards the privatized model of law enforcement cannot be overstated. At the same time, the program recognizes that privatization should never be construed as an unchecked force. Its inevitability is not assured but the penchant towards privatized governmental services is undeniable. This shift poses either a negative challenge to the justice system at large or an extraordinary opportunity for those that labor in private security services. The depth and breadth of these emerging obligations gives rise to demand at every level including the university and college. If John Jay College wishes to remain on the cutting edge in the field of criminal justice, it must be more attentive to private sector models. Hence, the proposal delivers a long awaited managerial degree for those already employed in private security and those who see the long range opportunities as economically lucrative and professionally rewarding.

The proposed MS in Security Management promotes four primary aims and programmatic goals:

1. To educate and train students in the security industry’s best practices.

2. To develop the premier curriculum in Security Management and create an environment of applied research in the world of private security.

3. To promote and foster the natural symbiosis between John Jay, the Department of Security, Fire and Emergency Management, the graduate program and the security community of practice.

4. To develop an online program in Security Management that will recruit local, regional, national and international students.
Educational Goals and Career Objectives

Graduates of the Master’s degree in Security Management will have achieved a mastery of the concepts essential to effective security management. The MS in Security Management graduate will be measured in ways both new and traditional in the culture of John Jay. The program will quantify graduation rates, time for degree completion, average GPA, and administer pre and post graduate surveys eliciting a wide range of opinions and conclusions of the graduates. Faculty will continue to be evaluated by student participants utilizing both traditional and novel online protocols. The Program Director will weigh and assess the effectiveness of the faculty.

As the college continues to move toward a predictable measurement system and in compliance with Middle States standards, both programmatic goals and learning outcomes will be measured. The larger program vision must be in sync with the objectives and outcomes sought in each and every class. Hence, the broader task is to assure that the program delivers what it purports to do and to simultaneously ensure that the program’s stated objectives are compatible with one another.

The program’s Objectives and Goals are:

1. To describe and recognize the role of private security and its aligned services.
2. To classify and identify design security systems and protocols for the industry’s clientele.
3. To summarize the best practices for security management in diverse environments.
4. To assess and explain design studies and analytical products that measures the efficacy of security initiatives.
5. To identify and locate emerging markets for private security professionals.

National and Local Educational Trends

Security Management has long been in the curricular mix across a wide spectrum of universities and colleges. The American Society of International Security (ASIS), the leading professional consortium of practitioners in the security industry, charts academic programs in its Directory of Academic Programs Offering Security Degrees. At the graduate studies level, the major players are:

<table>
<thead>
<tr>
<th>College</th>
<th>Address</th>
<th>Degrees Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auburn University at Montgomery</td>
<td>1200 Taylor Road Montgomery, AL 36117</td>
<td>MS in Justice and Public Safety</td>
</tr>
<tr>
<td>University of Denver</td>
<td>2201 S. Gaylord Street Denver, CO 80208</td>
<td>MA in Homeland Security MA in Security Management</td>
</tr>
</tbody>
</table>
College | Address | Degrees Offered
--- | --- | ---
National Defense University, The College of International Security Affairs | Fort Lesley J. McNair Washington, DC 20319 | MA in Strategic Security Studies
George Washington University | Washington, DC 20052 | MS in Security and Safety Leadership
Eastern Kentucky University | Stratton 250 Richmond, KY 40475 | MS in Safety, Security, and Emergency Management
Anna Maria College | 50 Sunset Lane Paxton, MA 01612 | MA in Security Management
University of Detroit Mercy | 4001 W. McNichols Rd P.O. Box 19900 Detroit, MI 48219 | MS in Security Administration
Missouri State University | 901 South National Avenue Springfield, MO 65804 | MS in Defense and Strategic Studies
Webster University | 470 E. Lockwood Ave. St. Louis, MO 63119 | MA in Business & Organizational Security Management
University of Nevada, Las Vegas | 4505 Maryland Pkwy Las Vegas, NV 89154 | MS in Business Continuity, Security and Risk Management
New Jersey City University College of Professional Studies | Professional Security Studies Department, RM, P-449 2039 Kennedy Boulevard Jersey City, NJ 07305 | MS in Professional Security Studies
Long Island University at Riverhead, Homeland Security Management Institute | 121 Speonk-Riverhead Road-LIU Building Riverhead, NY 11901 | MS in Homeland Security Management
University of Houston Downtown | One Main Street, C340 Commerce Bldg. Houston, TX 77002 | MA of Security Management for Executives

As a result of privatization of public policing services the target audience for this program continues to expand. The programs listed above are geared towards security managers and executives in the security industry. The more significant academic programs offered by Eastern Kentucky, George Washington University and Webster are also offered online thereby generating a national and international student population. See also the *Compendium of the ASIS Academic/Practitioner Education Symposium, 1997-2008* (Alexandria, 2010).

**Faculty Expertise and Commitment**

John Jay College has highly qualified long-term faculty members who have cultivated extraordinary academic and practitioner reputations. In the existing Protection Management Program the full time faculty are all senior faculty and even the adjunct faculty further enhance the
staff with their rich backgrounds. Two members of the faculty, Dr. Charles P. Nemeth, Chair of the Security, Fire and Emergency Management (SFEM) Department and Director of the Protection Management Program and Professor Dr. Robert McCrie, are members of the American Society of Industrial Security’s Academic Practitioner Symposium, a body of 50 practitioners who meet annually to address unique needs of the security education professoriate. John Jay having two faculty members on the Symposium is testimony to the expertise provided to students. A summary of full-time faculty expertise follows.

Charles P. Nemeth JD, PhD, LL.M, Program Director
Chair and Professor of Security, Fire and Emergency Management

Scholarship


Robert D. McCrie PhD, CPP
Professor of Security Management and Deputy Chair

Scholarship

Norman Groner, PhD
Associate Professor, Department of Security, Fire and Emergency Management
Areas of Expertise: Human, organizational, and system analysis applied to problems in security, fire and emergency management, building evacuation planning,

Scholarship


Charles Jennings, PhD
Associate Professor and Director of Christian Regenhard Center


In summary, adjunct faculty share their exceptional and rich experiences with John Jay’s graduate and undergraduate students. Examples of positions held by adjunct faculty include head of security for Nokomura Bank, Director of Security for Cushman and Wakefield, Deputy Director for the NYC Medical Examiner’s Special Operations Division, FDNY Chief of Logistics in the Bureau of Operations, Security Division President, US and Global Director for ISS Facility Services, the fifth largest security operation in the world with sales of 1.8 billion, Director of Security for NYC Health and Hospitals Corp, Integrated Security Solutions Inc., Securitas USA, Interfaith Health, and the Loews Corporation; adjunct faculty provide unrivaled expertise in security management. Combined with a solid full time faculty, the SFEM faculty will deliver a high quality academic experience. See Appendices C & D.

Program’s Relation to Existing College Offerings

The MS in Security Management builds upon other strengths at John Jay. The program will inherently attract students who graduate from the BS in Security Management. The undergraduate program, presently undergoing a significant revision, will be an unrivaled baccalaureate academic program since its emphasis is highly systematic and introduces young professionals to a range of opportunity in security, from energy to art, from community policing to privatized homeland defense activities, from retail to corporate settings. The undergraduate SFEM Department’s fire science program also complements the proposed MS program. Security Management depends on the wisdom and science gleaned from Fire Science so that it properly plans for risks and threats in the various modalities and protocols of emergency service. In addition, the College has an extraordinary Law and Police Science department which has long considered the issues of private policing in a free society and a Public Administration program that delivers core analytic courses in human resource, capital budgeting and information technology. The proposed program takes advantage of these College strengths.

John Jay College will be the first CUNY College to offer a Master’s program that is solely focused on Security Management.

II. Need and Justification

The New York metropolitan region has no graduate program dedicated to Security Management. While Farleigh Dickinson and St. John’s have erected programs in Homeland Security, the thrust at John Jay, while partially compatible, is vastly different. What also appears on the horizon are reputable colleges and universities, such as George Washington and Eastern Kentucky, offering online programs. With the backdrop of 9/11, it seems almost inconceivable
there are no programs at John Jay. John Jay College, with its pedigree and exceptional practitioner base, could be a major player in this academic endeavor, fulfilling a need that already exists.

On a career and occupational front, there is tangible significant demand for the diverse occupations of private sector justice and private security as an industry. The industry itself needs to be broken down into a series of specializations before any true picture of occupational opportunity emerges. Career tracks cascade in all directions as evidenced by the following table:

| SECURITY DISCIPLINES                        | Physical Security                   |
|                                           | Information Security                |
|                                           | Personnel Security                  |
|                                           | Information Systems Security        |
|                                           | Homeland Security                   |
|                                           | Critical Infrastructure Protection (CIP) |

| SECURITY SPECIALTY AREAS                  | Banking and Financial Services      |
|                                           | Commercial Real Estate              |
|                                           | Cultural Properties                 |
|                                           | Educational Institutions            |
|                                           | Gaming and Wagering                 |
|                                           | Government Industrial               |
|                                           | Healthcare                          |
|                                           | Information Systems                 |
|                                           | Investigations                      |
|                                           | Lodging and Hospitality             |
|                                           | Manufacturing                       |
|                                           | Retail Loss Prevention              |
|                                           | Security Engineering and Design     |
|                                           | Security Sales, Equipment, and Services |
|                                           | Transportation                      |
|                                           | Utilities and Nuclear               |
|                                           | Correctional                        |
|                                           | Military                            |

In each of these occupational directions, security personnel find various opportunities, from the entry level to the senior management. The prognosis for the industry in nearly every category is growth over the next decade (See Nemeth, C. P. (2010), Private Security and the Law 4th edition, pp. 14-15). For example, in the area of private detectives and investigators, the Bureau of Labor Statistics paints a bright future of opportunity when it concludes:

*Employment of private detectives and investigators is expected to grow 21 percent from 2010 to 2020, faster than the average for all occupations. Increased demand for private detectives and investigators will stem from heightened security concerns and the need to protect property and confidential information.*

*Technological advances have led to an increase in cybercrimes, such as identity theft and spamming. Internet scams, as well as various other types of financial and insurance fraud, create demand for investigative services.*

*Background checks will continue to be a source of work for many investigators, as both employers and personal contacts want to verify that people are credible. More individuals are investigating care facilities, such as childcare providers and hospitals.* (Bureau of Labor Statistics Occupational Outlook Handbook (Visited at: [http://www.bls.gov/ooh/protective-service/private-detectives-and-investigators.htm#tab-6](http://www.bls.gov/ooh/protective-service/private-detectives-and-investigators.htm#tab-6))
1. Corporate, Business and the Industrial Complex

If private security has a definable heritage, it may be discovered in the corporate and industrial complex. The influence of private security is obvious at numerous levels of the business world. In corporate facilities it is the private police force that carries out protection of assets and employees; from the grounds to the inventory, full reliance on private security specialists is essential. Hence in companies such as Securitas International, Allied Barton, and Wells Fargo, the demand for security managers is continuous. In banks and exchanges, retail stores and antique shops, oil and energy plants to nuclear facilities, the role of private security is well defined. In other words, the private security industry oversees the critical infrastructure of our nation— not just the access to facilities, but the installations and superstructures that many depend upon. Infrastructure protection is now a private security function that includes communication, utility, transportation, financial, and health systems.

From a strictly economic perspective, this portion of the private security career world is the most lucrative. Salaries and benefits increase much faster than the civil service track and directly correspond to the level of responsibility and profit health of the employing entity. Data on salaries for the private security corporate world are in the chart below:

![Top Corporate Security Executive - U.S. National Averages](http://www1.salary.com/Top-Corporate-Security-Executive-Salary.html#ID)

2. The Protective Services

In the area of protective services, few would doubt the industry’s extraordinary inroads in the last few decades and few would have predicted the turnover of many federal installations to the province of private sector justice. Today, private sector police operatives offer protective services to courthouses and federal buildings; the same services are offered in state and local facilities.
According to the Bureau of Labor Statistics, the projection for the long term is vigorously positive. The number of available positions in protective services will continue to rise, with more than 3.1 million currently employed in the sectors identified in the following table:

<table>
<thead>
<tr>
<th>Protective Service Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupation Code</strong></td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>33-0000</td>
</tr>
<tr>
<td>33-1011</td>
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<tr>
<td>33-1012</td>
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<td>33-1021</td>
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<td>33-2011</td>
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<td>33-2021</td>
</tr>
<tr>
<td>33-2022</td>
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<td>33-3011</td>
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<tr>
<td>33-3012</td>
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<tr>
<td>33-3021</td>
</tr>
</tbody>
</table>

“Protective service” means to provide security for an installation. Once a public responsibility, with budgets pressing economies in adverse ways, the efficiencies of private sector protection are readily apparent to those concerned about the bottom line. The Hallcrest Report - a think tank production funded by the National Institute of Justice - has charted the types of protective service the security industry provides. See Cunningham, Strauchs & Van Meter *Private Security Trends, 1970-2000: The Hallcrest Report II* (Woburn: Butterworth, 1990).
# Sites with Experience in Private Provision of Protection Services

<table>
<thead>
<tr>
<th>State</th>
<th>Jurisdiction</th>
<th>Types of Service(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>Anchorage</td>
<td>Parking meter enforcement Parking meter collection Parking lot security</td>
</tr>
<tr>
<td>Arizona</td>
<td>State</td>
<td>Parking lot enforcement</td>
</tr>
<tr>
<td></td>
<td>Flagstaff</td>
<td>School crossing guards</td>
</tr>
<tr>
<td></td>
<td>Maricopa County</td>
<td>Building security</td>
</tr>
<tr>
<td></td>
<td>Phoenix</td>
<td>Crowd control</td>
</tr>
<tr>
<td>California</td>
<td>Federal</td>
<td>US Department of Energy facility security</td>
</tr>
<tr>
<td></td>
<td>Hawthorn</td>
<td>Traffic control during peak hours</td>
</tr>
<tr>
<td></td>
<td>Los Angeles</td>
<td>Patrol streets surrounding private university Traffic and security for special events</td>
</tr>
<tr>
<td></td>
<td>Los Angeles County</td>
<td>Building security; Park security</td>
</tr>
<tr>
<td></td>
<td>Norwalk</td>
<td>Park security</td>
</tr>
<tr>
<td></td>
<td>San Diego</td>
<td>Housing project security; Park security</td>
</tr>
<tr>
<td></td>
<td>San Francisco</td>
<td>Building security</td>
</tr>
<tr>
<td>Colorado</td>
<td>Denver</td>
<td>Building security</td>
</tr>
<tr>
<td></td>
<td>Fort Collins</td>
<td>Building security</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Hartford</td>
<td>Sport arena security</td>
</tr>
<tr>
<td>Florida</td>
<td>Dade County</td>
<td>Courts, building security</td>
</tr>
<tr>
<td></td>
<td>Fort Lauderdale</td>
<td>Airport, building security</td>
</tr>
<tr>
<td></td>
<td>Pensacola</td>
<td>Airport security</td>
</tr>
<tr>
<td></td>
<td>St. Petersburg</td>
<td>Park security</td>
</tr>
<tr>
<td>Hawaii</td>
<td>State</td>
<td>Parking lot enforcement</td>
</tr>
<tr>
<td>Idaho</td>
<td>State</td>
<td>Regional medical center security</td>
</tr>
<tr>
<td></td>
<td>Idaho Falls</td>
<td>School crossing guards</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Lexington</td>
<td>Housing project security</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Boston</td>
<td>Hospital, courts, library security – city Library security -- federal</td>
</tr>
<tr>
<td>Nevada</td>
<td>Federal</td>
<td>Nuclear test site security</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Sport Authority</td>
<td>Sports arena security</td>
</tr>
<tr>
<td>New York</td>
<td>State</td>
<td>Response to burglar alarms in state office</td>
</tr>
<tr>
<td></td>
<td>Buffalo</td>
<td>County security -- federal</td>
</tr>
<tr>
<td></td>
<td>New York City</td>
<td>Security compounds for towed cars; Shelter security</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Human Resources Administration security</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Building security; Locate cars with outstanding tickets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrests for retail store theft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management training; police; Campus security</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>State</td>
<td>Unemployment offices security; Welfare offices security</td>
</tr>
<tr>
<td></td>
<td>Philadelphia</td>
<td>Parking enforcement</td>
</tr>
<tr>
<td></td>
<td>Pittsburgh</td>
<td>Court security – federal; Patrol city park</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High school stadium security; School crossing guards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transfer of prisoners</td>
</tr>
</tbody>
</table>
Each of these services requires managerial oversight, and the proposed MS program seeks to prepare a professional class that shall provide these services.

3. Privatization: The Shift from Public to Private in Law Enforcement

The transference of public policing, corrections, judicial and legal services to a willing and capable private sector is often defined as “privatization.” No industry has reaped the benefits of privatized transference more than private security. While many of these transferences have already been covered in analysis of protective services, the transference of the “policing” function has been quite a growing phenomenon. Whole geographic territories, gated communities, and traditional police function such as traffic and crowd control, have seamlessly passed from the public police model to the private. In fact, there is marked trend to private sector police providing services under the long revered “Community Policing” model. (See Charles P. Nemeth, Private Security and Public Safety: A Community Based Approach, Englewood Cliffs, 2005).

Privatization appears not as a passing fancy but as a shifting paradigm that becomes more entrenched in the American police model. Today, private security firms provide policing services for public housing projects, schools, colleges and universities, parks and recreational centers, and communities without police protection. These communities are so beleaguered that the private sector is viewed as a last best hope. Private police are hired to provide safety to wealthy communities in need of a more attentive, customer oriented private police model. The trend is now fixed. It is now only a question of how fast the public model transfers increasing amounts of services.

In privatization, the industry makes plain its need for managers—those who can supervise and organize the people, the assets and tactics, the plans and the protocols essential to success.

4. Private Security and Homeland Defense

The fact that more and more functions of homeland defense are being turned over to private security firms is common knowledge. The public dissatisfaction with the Transportation Security Administration (TSA), as merely one illustration, highlights the shift from the distressingly poor public function to private delivery away. Aside from the legions of abuse stories, airport personnel and airline customers are clamoring for private company replacements. At the San Francisco and Orlando airports the TSA has been banned and private companies are now seeking to fill the void. This is merely one example of how private security has increased its role in the homeland defense process. General spending towards the privatized model demonstrates a steadily increasing trend.
US Private Sector HLS Market


Other homeland functions include corporate and industrial protocols for emergency and homeland planning, private-public partnerships and other consortia tackling homeland problems, as well as federal installation responsibilities, service as private soldiers in theatres of war, and a place at the table with the Department of Homeland Security. Indeed, the private security industry is asked to be “close partners in a national approach to prevention, mitigation and response.” (See: http://www.whitehouse.gov/issues/homeland-security?)

Other positions relevant to homeland security demand are:

- Protective security advisor
- Intelligence operations specialist
- IT specialist (information security)
- Security specialist
- Telecommunications specialist

III. Students

The program will seek individuals who have the background and interest to become leaders in security management. Four different student markets have been identified:

- graduates of baccalaureate programs in security management and related fields;
- mid-career professionals working in the area of private sector justice;
- mid-career public police professionals approaching retirement and focused on a new, complimentary career direction;
- national and international students who will not have accessibility to John Jay.

Admission Requirements
The program will implement competitive admission’s criteria and target students with strong intellectual backgrounds. While the program will not have an undergraduate requirement or course experience relating to security management, the prospective students should demonstrate some competency in the diverse areas of security management including but not limited to: social and behavioral sciences, business and institutional or agency management, public policy and public administration, law, legal studies and legal analysis, as well as studies in criminal justice, justice studies, criminology and government. The program seeks a diverse population with a wide array of intellectual and practical experiences. Other requirements include:

- Undergraduate GPA of at least 3.0 from a reputable and fully accredited university or college
- Work/practical experience relevant to security management and private sector justice is preferable.
- Letters of Recommendation (3)
- Writing and Comprehension Pre-Test which manifest command of the English language for both domestic and foreign students

For foreign and international students, the program will require some proof of English mastery at a level compatible with graduate study, by either TOEFL exam or other agreed upon mechanism to measure language proficiency. Students may be admitted conditionally until and when the language demonstration and requirement are met.

**Expected Number of Students**

The exploration of security management, security studies and private sector justice is well-established at John Jay College. However, since 9/11, there have been calls for a more vibrant and dynamic series of programs dedicated to the analysis of Security, Fire and Emergency Management. At both the graduate and undergraduate level, new program designs are being implemented which reflect the market forces of the security field and the increased demand of our students for new and more relevant curricula. Since many of the department’s existing population already work in the security sector, it makes perfect sense to hone in on that audience and deliver a graduate degree that serves this community of practice.

SFEM’s Full-time enrollment (FTE) count at both the graduate and undergraduate level have been fairly stagnant over the last 5 years, but in the world of security, there appears to be an upward trend.
While John Jay College has yet to compete in the world of graduate programs in Security Management, many reputable institutions have already done so. Some of the more remarkable programs are at the following colleges:

- Eastern Kentucky University
- George Washington University
- Michigan State University
- Webster University

With the new M.S. program in Security Management, John Jay College will enter into a marketplace in which it should be the world’s leader rather than an afterthought. In this proposal, John Jay asserts itself and challenges exceptional students to join a community of scholars, practitioners and aspiring graduate students.

With a significant alumni base already established in Security, Fire and Emergency Management, a wealth of practitioners in the New York Metropolitan area, and the decision to market online, John Jay College will capture a yet to be served worldwide market. From these three key sources will emerge a steady and continuous stream of graduate students to support program operations. The program also anticipates adding the necessary sections dependent upon growth in student FTE. The program will also set a maximum number of students in any section or course offering in the online delivery- the number being no more than 25 in any course offering.

Appendix E lays out a conservative 4 year projection.
IV. Curricular Design

Degree Requirements

The Master of Science in Security Management requires 36 credits to complete the degree. Full time students shall follow a two year sequence while part time students may complete the course of study in 3 to 4 years. Admission to the program will take place in either the Fall or Spring semester.

The program will have a required core of 12 credit hours and a 9 hour Management Analytic Core. Students can complete the program with remaining electives in both the SEC and PAD curricula. Four new courses have been added to an existing variety of security related classes already offered in the PMT degree. See Appendix A for the description of all courses in the program. An overview of program design is below.

<table>
<thead>
<tr>
<th>MS in Security Administration</th>
<th>Total</th>
<th>36 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE COURSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEC 701 Introduction to Protection Management Systems</td>
<td>12 credits</td>
<td></td>
</tr>
<tr>
<td>SEC 731 Risk, Threat and Critical Infrastructure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEC 732 Privatization: Models and Application for Private Justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEC 733 Legal, Regulatory, and Administrative Issues in Private Sector Justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Management Analytic</strong></td>
<td>9 credits</td>
<td></td>
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<tr>
<td>SEC 715 Analytical Methods in Protection Management:</td>
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<tr>
<td>PAD 744 Capital and Operational Budgeting</td>
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<td></td>
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<tr>
<td>PAD 750 Security of Information Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td>15 credits</td>
<td></td>
</tr>
<tr>
<td>SEC 703 Analysis of Building and Fire Codes</td>
<td></td>
<td></td>
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<tr>
<td>SEC 711 Introduction to Emergency Management</td>
<td></td>
<td></td>
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<tr>
<td>SEC 712 Theory and Design of Fire Protection Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEC 730 Private Security Function and Role in Homeland Defense</td>
<td></td>
<td></td>
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<tr>
<td>SEC 740 Safety and Security in the Built Environment</td>
<td></td>
<td></td>
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<tr>
<td>SEC 753 Theory and Design of Security Systems</td>
<td></td>
<td></td>
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<tr>
<td>SEC 754 Contemporary Issues in Security Management</td>
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<td></td>
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<tr>
<td>SEC 762 Business Continuity Planning</td>
<td></td>
<td></td>
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<tr>
<td>SEC 781 Risk Analysis and Loss Prevention</td>
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<td></td>
</tr>
<tr>
<td>SEC 791 Thesis (optional) – 6 credit hours</td>
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<td></td>
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<tr>
<td>PAD 748 Project Management</td>
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</tbody>
</table>

**Thesis Track**

The thesis track includes 12 credits in the program’s core courses, 9 credits from “Management Analytic” courses, 9 credits in elective courses, and an additional 6 credits for the thesis prospectus.
and approved thesis document. The thesis option is available only to students with a GPA of 3.5 or higher. The Thesis track must be approved by the Program Director.

Comprehensive Examination

All students in the program must pass the Program’s Comprehensive Exam that is administered on a bi-annual calendar. The Comprehensive Exam provides the program with a Content Capstone by measuring knowledge essential to security management and serves as the Capstone course for the program for purposes of Outcomes Assessment. The Program Director shall issue a list of readings and texts at least 90 days before the administration of the Comprehensive Exam. For students who do not pass the Comprehensive, two (2) further opportunities to sit for the exam are possible in accordance with normal university calendar administration.

Sequencing

The program is flexible enough to include diverse delivery models though the stress, in the earlier years, will be on Core course concentration. A suggested sequence would be as follows for a fulltime student:

<table>
<thead>
<tr>
<th>Year 1 Fall</th>
<th>Year 1 Spring</th>
<th>Year 2 Fall</th>
<th>Year 2 Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 701 Introduction to</td>
<td>SEC 732 Privatization: Models and</td>
<td>SEC 753 Theory and Design of</td>
<td>PAD 744 Capital and Operational</td>
</tr>
<tr>
<td>Protection Management Systems</td>
<td>Applications for Private Security</td>
<td>Security Systems</td>
<td>Budgeting</td>
</tr>
<tr>
<td>SEC 731 Risk, Threat and</td>
<td>SEC 733 Legal, Regulatory and</td>
<td>SEC 715 Analytical Methods in</td>
<td>PAD 750 Security of Information</td>
</tr>
<tr>
<td>Critical Infrastructure</td>
<td>Administrative Issues in Private</td>
<td>Protection Management:</td>
<td>Technology</td>
</tr>
<tr>
<td>Elective</td>
<td>Sector Justice</td>
<td>Comprehensive Thesis Track</td>
<td></td>
</tr>
</tbody>
</table>

See Appendix B for a Program Scheduling design.

V. Cost Assessment

Administration

The Program Director of the graduate degree in Protection Management, the SFEM Department Chair, the newly designated Director for Online Security Management, as well as faculty of the program will orchestrate this endeavor. The program will rely upon existing staff and an additional College Assistant.

Regarding revenue, Appendix F lays out a projection for tuition and fees over a 5 year cycle. Appendix G projects expenditures and costs in light of revenue during a 5 year term.
**Additional Faculty**

Present plans call for a new tenure track faculty line, with Security specialty, to commence Fall 2013. Until and when numbers for the graduate program begin moving upwards, the staffing plan is adequate. Appendix C charts a progression of faculty over a 4 year cycle. The certitude of the projection shall depend on various factors: first, the growth of FTE in the major; second, the allotment and distribution of full time and part time lines; third, the influence and impact that the Office of Online Education will have upon funding and resources, and finally, whether sufficient resources for recruitment and marketing at the national level make plausible the numbers necessary to support the costs.

**Facilities and Equipment**

Since much of the program will be online, students need the technology to complete the demanding tasks of the major and must also have access to suitable databases relevant to security management. The Library holdings for e-journals and traditional journals are sufficient. A partial listing follows:

**Security & Terrorism Bulletin**

- International Security & Counter Terrorism Reference Center
- Security and Defense Studies Review
- Security and Human Rights
- Security Director Report
- Journal of Security Management
- Journal of Emergency Management
- Journal of Security Education
- Security Intelligence Review
- Security Intelligence Review Committee report
- Security Law Newsletter
- Security Management
- Security Strategies Journal
- Security Studies
- Security Technology & Design
- Security Technology Executive

The need for electronic services for security management students, especially for online participants will be amply accommodated by the following services:

- The library catalog, CUNY+
- EBSCOhost Academic Search Complete
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
- LexisNexis Universe
- WestLaw Campus
While the baseline resources are clearly sufficient, the matter of staffing shall become a major need as the student population grows. Reference services and research assistance to a large and burgeoning FTE population shall call for added staffing in the Library. Appendix G anticipates that funding increase in the years ahead.

The Department of Security, Fire and Emergency Management also operates a portion of the Emergency and Security Simulator and Center in the new building. The department is currently planning diverse use of the facility including but not limited to:

1. Classroom Instruction as to Software and Hardware in Security
2. Conduct Research on Same
3. Test and Evaluate the Effectiveness of Security Equipment
4. Test and Evaluate New Products in the Security Industry
5. Run and Analyze Simulations
6. Tie in Operational Centers of John Jay and CUNY to Security Initiatives
7. Provide Graduate Students with Applied Analysis Opportunities
The High Rise Simulation Center will be centrally located in the new building, close in proximity to the Public Safety department and the technology capability of the Department of Information Technology (DOIT).

The Center will also serve as a location for graduate research on security technology, and as regular location for the activities of the Center for Private Security and Safety. Graduate students will also be afforded research opportunities within the department’s existing Centers and Institutes, namely:

- The Christian Regenhard Center
- The Fire Science Institute
- The Security Management Institute
- Academy for Critical Incident Analysis

Library and Instructional Materials

The library has sufficient resources to support the Master's program though in area of treatises, high level studies and documentation conducted by professional bodies such as the American Society for Industrial Security, needs some investment.
APPENDIX A: COURSE DESCRIPTIONS

CORE COURSES

SEC 701: Introduction to Protection Management Systems (3 credits)
Develops and integrates theory and principles common to the design and implementation of systems—broadly defined—for the protection of people and property in public, commercial and residential settings from loss associated with fire, casualty, disruption and crime. Reviews and integrates the historical, theoretical, managerial, and technological bases for the fields associated with protection management: security management and fire protection management. Reviews security design issues and technologies applicable to structural and nonstructural environments. Examines alternative roles and structures for protection management in public, private, and independent sector organizations, and their relationships to law enforcement organizations.

SEC 731- Risk, Threat and Critical Infrastructure (3 credits)
A broad overview of the concept of threat and risk is first provided in the course approach with a special emphasis on how the private security industry plays a critical role in the control and maintenance thereof. Next, the course targets specified Critical Infrastructure in light of risk and threat by cataloguing and defining specific targets. The class introduces the concept of CI as an industrial and enterprise risk conductor, highlighting the reality that a CI failure can propagate a crisis with cascading repercussions to other CI sectors and the entire economic eco-system. The course then considers the new global forces behind threats and hazards facing the public and private sectors. What is needed to better cultivate, design, develop, and operate emerging management and preparedness thinking in the current environment is explored.

SEC 732: Privatization: Models and Applications for Private Security (3 credits)
Course discusses how public policing functions are being “privatized” on a national and global scale. Course delivers specific instruction on how private security partners, develop and execute effective collaboration with the public police sector. Course also provides specific guidance on how private security professionals identify potential markets for privatized services, how those services are contracted and are assessed under traditional cost-benefit analysis. The course also deals with marketing challenges for private security entities and the various career tracks that have emerged from the privatization movement.

SEC 733: Legal, Regulatory and Administrative Issues in Private Sector Justice (3 credits)
The course delves into the legal ramifications and issues commonly witnessed in private security practice. The course weighs and scrutinizes the rules, regulations, and administrative legalities relevant to the typical roles and functions of private security Course examine how state and local authorities regulate the industry. Course evaluates relevant case law and authorities that set out the parameters of constitutional applicability. How the private security industry becomes liable for
conduct in tort law, strict liability and other civil harms is also covered and with special emphasis on how the private security industry becomes legally entangled with public police agencies.

**MANAGEMENT ANALYTIC COURSES**

**SEC 715: Analytical Methods in Protection Management (3 credits)**

Surveys analytical tools of particular value to protection managers. Covers the use of computer programs to reveal basic descriptive statistics, trends and correlations in databases, including threats to the validity and reliability of findings. Examines the adaptation of methods from related disciplines, including operations research, surveys, systems safety and simple financial analyses.

**PAD 744: Capital and Operational Budgeting (3 credits)**

Reviews concepts, processes and techniques of budget planning, preparation, presentation, authorization, administration and control. Focuses on problems associated with the management of capital budgets.

**PAD 750: Security of Information Technology (3 credits)**

Surveys organizational responses to risk associated with the integrity of information and technology. Reviews the legal basis for privacy and security of information and related technology. Presents methods and procedures for the assessment of risk, and examines strategies for mitigation of risk involving operational procedure, software and hardware, and building systems.

**ELECTIVE COURSES:**

**SEC 730: Private Security: Function and Role in Homeland Defense (3 credits)**

Course analyzes the interconnectedness of private security and homeland defense. Students study the interactions, conflicts and synergy between private sector security and government homeland security. Students review and analyze threats to private infrastructure and interests, as well planning for and responding to emergencies that affect the private and public sectors. Goal of the course is to provide students with homeland defense and anti-terrorism knowledge to evaluate and mitigate vulnerabilities and risks in the private sector.

**SEC 703 Analysis of Building and Fire Codes (3 credits)**

An examination of the purpose, origin and enforcement of building codes in various sections of our country. Zoning regulations, appeal procedures, and local laws applicable to building codes and their impact on fire protection will be reviewed. This course is intended to enable a manager in a state or municipal agency to understand the process of code development and enforcement as well as estimate the cost and time required to develop, implement and enforce a building code. For those in the private sector, the course will provide an understanding of the background and purpose of codes necessary in the planning, construction, and management of commercial and industrial properties.

**SEC 740 Safety and Security in the Built Environment (3 credits)**
Reviews the concepts and technologies associated with building systems, the requirements imposed on designs and systems by national, regional and local building codes. Introduces the principal technologies associated with alarm, detection and communication systems, and their applications to promote security and safety in buildings, and reviews the elements of operations plans to implement and maintain such systems.

SEC 781 Risk Analysis and Loss Prevention (3 credits)

Introduces the theory and practice of risk management, as applied to the security and safety of persons and property. Examines the management of risk associated with a range of conditions and events including fire, building systems, crime and terrorism, security deficiencies, worker safety, hazardous and toxic materials, disasters and emergencies. Considers analytical software applications in the risk analysis process.

SEC 711 Introduction to Emergency Management (3 credits)

Examines the theory and practice of strategic and operational planning for emergency response. Reviews the principles associated with evaluation of risk and the formulation of prevention programs. Identifies the issues and policy responses necessary to achieve coordination of agencies and collaboration with appropriate private resources. Cases and scenarios will be examined to apply these concepts in practice.

SEC 753 Theory and Design of Security Systems (3 credits)

Examines the theory, research literature and professional practice associated with the design and implementation of security procedures, programs and systems. Reviews methods and techniques associated with communication and surveillance, supervision and control of movement, and operational surveillance and supervision of environments. Emphasizes the development of plans and operational programs based on the comprehensive assessment of risk, including the design of operational procedures and appropriate training of staff. Examines law enforcement implications of security systems.

SEC 754 Contemporary Issues in Security Management (3 credits)

Examines contemporary security risks and explores theoretical, technological and operational responses in public, commercial and residential settings. Emphasizes current research from situational crime prevention. Analyzes cases from a perspective that integrates security management with related managerial operations. Students will develop skills in risk assessment and problem identification, and in the formulation and analysis of appropriate responses.

SEC 712 Theory and Design of Fire Protection Systems (3 credits)

Introduces the theory and design of fire protection systems in buildings, including systems that enable automatic fire suppression, the containment of fire and smoke, and the notification and
movement of people to safe locations. Examines the interaction between such systems and building codes and construction technologies.

**PAD 748 Project Management (3 credits)**

Explores the management of major one-time tasks—a special event, emergency response and large scale investigation of study. Examines the special managerial tools and studies as well as the challenges that apply to managing one-time assignments, particularly where teams are involved.

**SEC 762 Business Continuity Planning (3 credits)**

Introduces the theory of business continuity planning; the course will discuss the development of plans and their essential components. Emphasis is on identification and implementation of the appropriate recovery organization, goals, objectives and strategies in the organizational environment. The course will include exercises on the development of business continuity plans, case studies of successful plans and coordination of plans with local government response organizations. Software resources will be considered to plan and manage the continuity process.
Identify any comprehensive, culminating element(s) [e.g., thesis or examination], including course number if applicable:

COMPREHENSIVE EXAM REQUIRED.

**New**: indicate if new course  
**Prerequisite(s)**: list prerequisite(s) for the noted courses
APPENDIX C: FACULTY TEACHING ASSIGNMENTS: FULL TIME

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

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>% Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines</th>
<th>Additional Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles P. Nemeth, JD, PhD, LLM Chair and Professor Program Director</td>
<td>Legal, Regulatory and Administrative Issues</td>
<td>60</td>
<td>LL.M: George Washington PhD: Duquesne JD: Univ. of Baltimore</td>
<td>Member of New York, PA and North Carolina Bars</td>
</tr>
<tr>
<td></td>
<td>Privatization: Models for Private Sector Justice</td>
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<td></td>
<td>Private Security: Function and Role in Homeland Defense</td>
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<tr>
<td>Robert McCrie</td>
<td>Introduction to Protection Management Systems</td>
<td>50</td>
<td>PhD: City University of New York</td>
<td>CPP</td>
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<td></td>
<td>Theory and Design of Security Systems</td>
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<tr>
<td></td>
<td>Contemporary Issues in Security Management</td>
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<tr>
<td>Norman Groner</td>
<td>Business Continuity Planning</td>
<td>50</td>
<td>PhD: University of Washington</td>
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<tr>
<td></td>
<td>Safety and Security in the Built Environment</td>
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<tr>
<td></td>
<td>Analytical Methods in Protection Management</td>
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<tr>
<td>Charles Jennings</td>
<td>Risk, Threat and Critical Infrastructure</td>
<td>50</td>
<td>PhD: Cornell University</td>
<td>Fire E, CFO</td>
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<tr>
<td></td>
<td>Analysis of Building and Fire Codes</td>
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<td></td>
<td>Theory and Design of Fire Protection Systems</td>
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<tr>
<td></td>
<td>Introduction to Emergency Management</td>
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</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>% Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines</th>
<th>Additional Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory and Design of Fire Protection Systems</td>
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</tbody>
</table>
APPENDIX D: FACULTY ASSIGNMENTS: PART-TIME

APPENDIX E: Table 3: Part-Time Faculty

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

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines</th>
<th>Additional Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Friedlander</td>
<td>Introduction to Protection Management Systems</td>
<td>MS: John Jay College</td>
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<td></td>
<td>Safety and Security in the Built Environment</td>
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<tr>
<td>Kevin Cassidy</td>
<td>Theory and Design of Security Systems</td>
<td>MS: John Jay College</td>
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<tr>
<td></td>
<td>Business Continuity Planning</td>
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<tr>
<td>Joseph Gulinello</td>
<td>Introduction to Protection Management</td>
<td>MPA: John Jay</td>
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<td>Introduction to Emergency Management</td>
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<td>Maria Maras</td>
<td>Private Security: Function and Role in Homeland Defense</td>
<td>PhD: Oxford University</td>
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<td>Risk, Threat and Critical Infrastructure</td>
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<td>Tim Flannery</td>
<td>Analysis of Building and Fire Codes</td>
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<td>Theory and Design of Fire Protection Systems</td>
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<td>Randall Nason</td>
<td>Risk Analysis and Loss Prevention</td>
<td>MS: Kansas State University</td>
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<td>Risk, Threat and Critical Infrastructure</td>
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## APPENDIX E: PROJECTION ON STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Beginning of Academic Year</th>
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<tr>
<td></td>
<td>New Admits Fulltime</td>
<td>New Admits Part time</td>
<td>Carryover</td>
<td>Total</td>
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<td>2016-2017</td>
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<td>305</td>
<td>120</td>
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Estimated Student Enrollment in the MS in Security Management, Years 1-4
## APPENDIX F: PROJECTED REVENUE TABLE

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<tr>
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<th>Year 1</th>
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<tr>
<td>PROJECTED REVENUE</td>
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<tr>
<td>Total Program Enrollments (Fall)</td>
<td>20</td>
<td>120</td>
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<td>Total Program Enrollments (Spring)</td>
<td>45</td>
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<tr>
<td>Enrolled credits/student in Fall/Spring (36 credits/program)</td>
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<td>Total Enrolled Credit Hours</td>
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<td>Tuition Rate (per credit)</td>
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<td>Fees (per term)</td>
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<td>Total Tuition Revenue</td>
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<td>Total Fees</td>
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<td>Gross Sales (NEW Tuition + Fees)</td>
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<td>$1,836,392</td>
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APPENDIX G: PROJECTED EXPENDITURES FOR THE PROPOSED PROGRAM

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<td>Faculty Salary &amp; Fringe Benefits</td>
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<td>Full-Time Staff Salary</td>
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<td>Course Development &amp; Revision Expenses</td>
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<td><strong>TOTAL EXPENSES</strong></td>
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<td><strong>$1,188,232</strong></td>
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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 John Jay Online

Telephone: 212-484-1193

E-mail: fwang@jjay.cuny.edu

Program Title: Security Management

Degree or Certificate Awarded: MS

Anticipated enrollment in distance program: 305

Initial: 60

Maximum by year 3: 265

Term length (in weeks) for the distance program: 8 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 and 45 minutes of instructional time is required per week per credit for each distance education course. (3 hours and 45 minutes for a three credit course.)

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?

25
Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.

We submit this proposal seeking authorization to offer our Master of Science in Security Management (MS-SM) program in the 100% online format. The MS-SM program is a new program based upon the existing Master of Science program in Protection Management, which will remain a residential program with three distinct specializations in fire management, emergency management, and security management. The MS-SM program will allow graduate students to focus their academic study specifically on the discipline of security management.

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.

Our institution requires consistent standards and requirements for all our academic programs regardless of their delivery methods. The MS-SM online program will come under our existing structure for academic program governance to ensure consistency, integrity, quality and rigor. The program will adhere to all stated university policies regarding its educational mission and implement any future requirements and institutional guidelines regarding online instructional policy. In addition, the program will abide by all designated and promulgated CUNY policies that address and guide distance education.

The MS-SM online program requires a total of 36 credits in course requirements, including 12 credits of core courses, 9 credits of management analytic courses, and 15 credits of electives. Compared to the existing Master’s program in Protection Management, the MS-SM online program includes four new security courses and eliminates six courses that are not central to the new focus on security management. Appendix A includes an overview of the MS-SM curriculum.

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 of the MS-SM online program is derived from the existing campus-based Master’s program in Protection Management. We plan to offer at least one online section of each required course each year and at least one online section of each elective course every other year. Full time students are expected to complete the MS-SM online program in a two-year sequence while part-time students may complete the program within three to four years. We will 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 faculty in the Protection Management Program are very experienced in online instruction. We have established a comprehensive and structured course development and faculty training protocol. Faculty in the MS-SM online program have either taken or are scheduled to take an intensive training on online teaching offered by our learning management system administrators and by CUNY’s School of Professional Studies and many of the faculty have previously taught fully or
blended online courses. During the training process for online teaching, these faculty members were introduced to various technological tools that could be used in online teaching. Once the MS-SM online program is approved, the faculty will work closely with our instructional design team to design and develop their respective courses for online delivery.

Our instructional design team members have expertise in all the technological tools used in our online courses, and their work will assist the faculty of the MS-SM online program 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 MS-SM online program will be designed to foster interaction between faculty and students through the implementation of various tools, processes, and pedagogy. All MS-SM online courses will be 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 and faculty will design various learning activities and assignments that encourage interactions between faculty and students. For instance, discussion forum activities will be developed 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 consider implementing 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 MS-SM online program is expected to be relatively small, and the courses are designed to be writing-intensive and interactive. Our MS-SM faculty will communicate with their students through multiple modes of communication, including Blackboard, emails, online video conferencing, and phone. The intensity of interactions will contribute to a high assurance level of student identification verification in the MS-SM 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.
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 MS-SM online program is subject to the same outcome assessment processes as its on-campus counterpart. The learning outcomes, goals, and objectives of the MS-SM online program are comparable to those applicable to the classroom-based Master’s program in Protection Management, although focused on the specific disciplinary area of security management.

The following are the specific goals of the MS-SM online program:

1. To describe and recognize the role of private security and its aligned services.
2. To classify and identify design security systems and protocols for the industry’s clientele.
3. To summarize the best practices for security management in diverse environments.
4. To assess and explain design studies and analytical products which measure the efficacy of security initiatives.
5. To identify and locate emerging markets for the private security professional.

Appendix B is the MS-SM program curriculum map that shows how each course matches to the program learning goals. We will include the identified program goals in our corresponding program and course materials available to all future students in the MS-SM 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 Comprehensive Examination that will be administered twice a year. The Comprehensive Exam will provide the department with a content capstone by measuring knowledge essential to security management. At the course level, we will design our courses 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 will clearly state the learning objectives of each course in course documents (such as in the syllabi) so learners can focus their efforts in alignment with course assessment goals. In addition, our course documents will 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 MS-SM online program will allow the faculty to determine the efficacy of our course and program design for MS-SM online students. We will 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 will engage in ongoing professional development on learning assessment and evaluation and will work closely with our MS-SM program faculty to implement the latest assessment approaches in distance education as appropriate to the MS-SM 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 MS-SM online program is developed with the same standards as applicable to the on-campus Master’s program in Protection Management and is subject to the same program evaluation requirements for conducting ongoing assessments of instruction and learning outcomes. We also recognize inherent differences in the distance learning format and will conduct program evaluation for the inherently different aspects (e.g., distance learning technology) of the MS-SM online program separately from the on-campus Master’s program in Protection Management.

Our MS-SM program will demonstrate its 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 MS-SM online program. In addition, we will collect the graduation rate, time for completion, average GPA, and data from pre- and post-graduation surveys.

2. How will the evaluation results be used for continuous program improvement?

We will conduct systematic analysis of the data collected though the program evaluation process. At the program level, the MS-SM faculty will 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 will implement an internal evaluation process for all distance education courses under development.

Instructors of MS-SM online courses will collaborate 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 will 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 MS-SM online program and brings the best possible quality education to our MS-SM 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?
In compliance with Middle States guidelines, our institution has started to implement a comprehensive structure to measure student learning outcomes. We will conduct rigorous periodic reviews to ensure learning outcomes of the MS-SM program are appropriate to the rigor and breadth of the Master’s degree. Student learning outcomes in each MS-SM online course will be measured and analyzed relative to the corresponding learning objectives. In addition, we will also collect assessment data from comprehensive exams and thesis projects at the program level. The MS-SM faculty will meet regularly to review the various learning outcome data for the MS-SM online program and, if needed, to make adjustments to the curriculum and program in order to ensure a rigorous learning experience for all MS-SM online students.
Appendix A. An Overview of the MS-SM Curriculum
MS in Security Administration  
Total: 36 Credits

Core Courses  
12 credits
- SEC 701 Introduction to Protection Management Systems:
- SEC 731 Risk, Threat and Critical Infrastructure
- SEC 732 Privatization: Models and Applications for Private Justice
- SEC 733 Legal, Regulatory and Administrative Issues in Private Sector Justice

Management Analytic  
9 credits
- SEC 715 Analytical Methods in Protection Management:
- PAD 744 Capital and Operational Budgeting
- PAD 750 Security of Information Technology

Electives  
15 credits
- SEC 703 Analysis of Building and Fire Codes
- SEC 711 Introduction to Emergency Management
- SEC 712 Theory and Design of Fire Protection Systems
- SEC 730 Private Security Function and Role in Homeland Defense
- SEC 740 Safety and Security in the Built Environment
- SEC 753 Theory and Design of Security Systems
- SEC 754 Contemporary Issues in Security Management
- SEC 762 Business Continuity Planning
- SEC 781 Risk Analysis and Loss Prevention
- SEC 791 Thesis (optional) 6 credit hours
- PAD 748 Project Management

Thesis Track
The thesis track includes 12 credits in the program’s core courses, 9 credits from “Management Analytic” courses and an additional 6 credits for the thesis prospectus and approved Thesis document. This option is available only to students with a 3.5 GPA or higher. The Thesis track must be approved by the Program Director.

Comprehensive Examination
All students in the program must pass the Comprehensive Exam issued by the department on a bi-annual calendar. The Comprehensive Exam provides the department with a Content Capstone by measuring knowledge essential to security management. The Program Director shall issue a list of readings and texts at least 90 days before the administration of the Comprehensive Exam. Comprehensive Exams are deemed passing when:

1. Two of Three Faculty Readers Approve the Response
2. If Three Questions are administered, the student passes 2 of 3 successfully.

For students who fail the Comprehensive, two (2) further opportunities to sit for the Exam are possible in accordance with normal university calendar administration.
Appendix B. MS-SM Program Curriculum Map
<table>
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<tr>
<th>Courses: Total credits: 36</th>
<th>Program Outcomes and Goals</th>
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<tr>
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<td>To describe and recognize the role of private security and its aligned services in a free society.</td>
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**Core Courses: 15 credits**

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**Required Management and Analytic Courses: 9 credits**

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<tr>
<td>PAD 750</td>
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**Electives: 15 credits**

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<tr>
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College Council Membership

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

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

**Faculty:**
- Full-time faculty elected from each academic department:
  9. Africana Studies                                         Kwando Kinshasa
  10. Anthropology                                             Robert Furst
  11. Art and Music                                            Cyriaco Lopes
  12. Communication & Theater Arts                           Lyell Davies
  13. Counseling                                               Ma’at Lewis
  14. Criminal Justice                                        Michael Maxfield
  15. Economics                                                Jay Hamilton
  16. English                                                 Margaret Escher
  17. Foreign Languages and Literature                        Raul Romero
  18. Health and Physical Education                           Vincent Maiorino
  19. History                                                  David Munns
  20. Interdisciplinary Studies Program                       Andrea Balis
  21. Latin America and Latina/o Studies                      Brian Montes
  22. Law, Police Science and CJA                             Katarzyna Celinska
  23. Library                                                  Maria Kiriakova
  24. Mathematics                                              Shaobai Kan
  25. Philosophy                                               Amie Macdonald
  26. Political Science                                       Roger McDonald
  27. Protection Management                                   Warren Benton
  28. Psychology                                              **VACANT**
  29. Public Administration                                   Charles Jennings
  30. Sciences                                                 Elise Champleil
  31. SEEK                                                    Schevaletta Alford
  32. Sociology                                               Janice Johnson-Dias
b. Faculty allotted according to any method duly adopted by the Faculty Senate:

<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Anthropology</td>
<td>Anru Lee</td>
</tr>
<tr>
<td>34. Anthropology</td>
<td>Shonna Trinch</td>
</tr>
<tr>
<td>35. Criminal Justice</td>
<td>Evan Mandery</td>
</tr>
<tr>
<td>36. English</td>
<td>Adam Berlin</td>
</tr>
<tr>
<td>37. English</td>
<td>Erica Burleigh</td>
</tr>
<tr>
<td>38. English</td>
<td>Veronica Hendrick</td>
</tr>
<tr>
<td>39. English</td>
<td>Karen Kaplowitz</td>
</tr>
<tr>
<td>40. English</td>
<td>Jean Mills</td>
</tr>
<tr>
<td>41. English</td>
<td>Melinda Powers</td>
</tr>
<tr>
<td>42. Law, Police Science and CJA</td>
<td>Lior Gideon</td>
</tr>
<tr>
<td>43. Law, Police Science and CJA</td>
<td>Maki Haberfeld</td>
</tr>
<tr>
<td>44. Law, Police Science and CJA</td>
<td>Yue Ma</td>
</tr>
<tr>
<td>45. Law, Police Science and CJA</td>
<td>Staci Strobl</td>
</tr>
<tr>
<td>46. Political Science</td>
<td>James Cauthen</td>
</tr>
<tr>
<td>47. Sociology</td>
<td>Richard Ocejo</td>
</tr>
<tr>
<td>48. Science</td>
<td>Shu-Yuan Cheng</td>
</tr>
<tr>
<td>49. Science</td>
<td>Nicholas Petraco</td>
</tr>
<tr>
<td>50. Science</td>
<td>Francis Sheehan</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice Dunham – Library</td>
<td>Vacant</td>
</tr>
<tr>
<td>Richard Li – Science</td>
<td>Vacant</td>
</tr>
<tr>
<td>Vacant</td>
<td>Vacant</td>
</tr>
<tr>
<td>Vacant</td>
<td>Vacant</td>
</tr>
</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.</td>
<td>Kinya Chandler</td>
</tr>
<tr>
<td>52.</td>
<td>Katherine Killoran</td>
</tr>
<tr>
<td>53.</td>
<td>Angelos Kyriacou</td>
</tr>
<tr>
<td>54.</td>
<td>Nancy Marshall</td>
</tr>
<tr>
<td>55.</td>
<td>Carina Quintian</td>
</tr>
</tbody>
</table>

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

Marisol Marrero
Students:
56. President of the Student Council          Mehak Kapoor
57. Vice President of the Student Council    Zeeshan Ali
58. Treasurer of the Student Council         Jeffrey Aikens
59. Secretary of the Student Council         VACANT
60. Elected At-Large Representative           Antonio Welch
61. Elected graduate student representative  John Clarke
62. Elected graduate student representatives Amanda Stapleton
63. Elected senior class representative      Michelle Tsang
64. Elected senior class representative      Ammarah Karim
65. Elected junior class representative      Emiliya Abramova
66. Elected junior class representative      Maria D’Cruze
67. Elected sophomore class representative   Salahdine Baroudi
68. Elected sophomore class representative   Hashemul Khan
69. Freshman representative designated according to a method duly adopted by the Student Council. VACANT

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

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

- President (chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- Senior Vice President for Finance and Administration Robert Pignatello
- Interim Vice President for Student Affairs Thomas Stafford
- President of the Faculty Senate Karen Kaplowitz
- Vice-President of the Faculty Senate Francis Sheehan
- Two (2) other members of the Faculty Senate
  1. Andrea Balis
  2. Warren Benton
- President of the Higher Education Officers Council Carina Quintian
- Vice-President of the Higher Education Officers Council Nilsa Lam
- President of the Student Council Mehak Kapoor
- Vice-President of the Student Council Zeeshan Ali

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

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

The Executive Committee shall consist of the following members:

- **President (chairperson)**
  - Jeremy Travis

- **Provost and Senior Vice President for Academic Affairs**
  - Jane P. Bowers

- **Senior Vice President for Finance and Administration**
  - Robert Pignatello

- **Interim Vice President for Student Affairs**
  - Thomas Stafford

- **Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i**
  1. **Public Management**
     - Warren Benton
  2. **English**
     - Karen Kaplowitz
  3. **Psychology**
     - Anru Lee
  4. **Anthropology**
     - Ma’at Lewis
  5. **Counseling**
     - Francis Sheehan
  6. **Science**
     - Shonna Trinch

- **Two (2) higher education officers**
  1. Katherine Killoran
  2. Nancy Marshall

- **Three (3) students**
  1. Mehak Kapoor
  2. Zeeshan Ali
  3. Antonio Welch
Undergraduate Curriculum and Academic Standards Committee

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

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

- Dean of Undergraduate Studies (Chairperson) Anne Lopes
- Vice President for Enrollment Management Richard Saulnier
- Executive Academic Director of Undergraduate Studies Kathy Killoran

- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.

1. Africana Studies C. Jama Adams
2. Anthropology Ed Snajdr
3. Art and Music Ben Bierman
4. Communication & Theater Arts Marty Wallenstein
5. Counseling Thomas Stafford
6. Criminal Justice Violet Yu
7. Economics Jay Hamilton
8. English Alison Pease
9. Foreign Languages and Literature Silvia Dapia
10. Health and Physical Education Jane Katz
11. History Andrea Balis
12. Interdisciplinary Studies Program Sondra Leftoff
13. Latin American and Latina/o Studies Luis Barrios
14. Law, Police Science and CJA Klaus Von Lampe
15. Library Marta Bladek
16. Mathematics and Computer Science Hunter Johnson
17. Philosophy Tanya Rodriguez
18. Political Science Monica Varsanyi
19. Psychology Peggilee Wupperman
20. Public Management Judy-Lynne Peters
21. Sciences Gloria Proni
23. SEEK Nancy Velazquez-Torres
24. Sociology Richard Ocejo
• Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
  1. Ervin Balazon
  2. David Guadeloupe
  3. Devaki Naik

**Committee on Student Interests**

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

- Dean of Students (chairperson)  
  Kenneth Holmes
- Director of Athletics  
  Dan Palumbo
- Interim Director of Student Activities  
  Danielle Officer
- Two (2) members of the faculty
  1. Sociology  
     Rick Richardson
  2. Science  
     Artem Domashevskiy
- Six (6) students
  1. Cesar Irigoyen
  2. Rue-Ann Gabriel
  3. Alaa Alamin
  4. Rashmini Sookraj
  5. Clinton Dyer
  6. Jennifer Rosado
Faculty-Student Disciplinary Committee

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

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
  1. SEEK
  2. Communications & Theater Arts
  3. Protection Management
  Schevaletta Alford
  Sandra Lanzone
  Robert McCrie

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. English
  2. History
  3. Library
  4. Science
  5. Africana Studies
  6. History
  Effie Cochran
  Barbara Josiah
  Jeffrey Kroessler
  Ali Kocak
  Lori Sykes Martin
  Edward Paulino

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Heena Arora
  2. Elma Zapata
  3. Clinton Dyer
  4. Sabrina Pestel
  5. VACANT
  6. Rayait Hossain

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

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

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

- President (Chairperson) - Jeremy Travis
- Provost and Senior Vice President for Academic Affairs - Jane Bowers
- Dean of Graduate Studies - Jannette Domingo
- Dean of Undergraduate Studies - Anne Lopes
- Interim Dean of Research - Anthony Carpi
- Chairperson of each academic department
  1. Africana Studies - C. Jama Adams
  2. Anthropology - Ric Curtis
  3. Art and Music - Lisa Farrington
  4. Communication & Theater Arts - Seth Baumrin
  5. Counseling - Thomas Stafford
  6. Criminal Justice - Evan Mandery
  7. Economics - Jay Hamilton
  8. English - Allison Pease
  9. Foreign Languages and Literature - Silvia Dapia
  10. Health and Physical Education - Sue Larkin
  11. History - Allison Kavey
  12. Interdisciplinary Studies Program - Amy Green
  13. Latin American & Latino/a Studies - Lisandro Perez
  14. Law, Police Science and CJA - Maki Haberfeld
  15. Library - Bonnie Nelson
  16. Mathematics and Computer Science - Peter Shenkin
  17. Philosophy - Jonathan Jacobs
  18. Political Science - Harold Sullivan

Revised: February 8, 2013
19. Psychology                          VACANT
20. Public Management                  Warren Benton
21. Sciences                          Larry Kobilinsky
23. SEEK                              Charles Nemeth
24. Sociology                         Nancy Velazquez-Torres
                                       David Brotherton

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

• Three (3) members of the faculty who receive the next highest number of votes in a
  general faculty election will be alternate faculty representatives on the committee. An
  alternate may vote, make motions and be counted as part of the quorum only when a
  chairperson and/or an at-large faculty representative is absent.
  1. Gail Garfield
  2. Lila Kazemian
  3. Ali Kocak

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

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

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

2012-2013
Revised: February 8, 2013
23. SEEK  
24. Sociology  

- Chairperson of the Higher Education Officers Council, or designee Carina Quintian  
- Two (2) higher education officer representative  
  1. Nilsa Lam  
  2. Kinya Chandler  
- President of the Student Council or designee Mehak Kapoor  
- Treasurer of the Student Council or designee Jeffrey Aikens  
- One (1) additional student representative Sandra Thomas  
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.  
  1. Crystal Farmer  
  2. Daniel Baez  

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College’s Annual Financial Plan. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:  
- Senior Vice President of Finance and Administration (chairperson) Robert Pignatello  
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers  
- President of the Faculty Senate Karen Kaplowitz  
- Chair of the Faculty Senate Fiscal Affairs Committee Jay Hamilton  
- Vice Chair of the Faculty Senate Fiscal Affairs Committee Janice Dunham  
- Chair of the Council of Chairs C. Jama Adams  
- Vice Chair of the Council of Chairs Warren Benton  
- One (1) representative chosen by the Council of Chairs VACANT  
- Chair of the Higher Education Officers Council Carina Quintian  

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

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:  
- Associate Provost for Institutional Effectiveness (chairperson) James Llana  
- Senior Vice President of Finance and Administration Robert Pignatello  
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers  
- President of the Faculty Senate Karen Kaplowitz  
- Two (2) representatives chosen by the Faculty Senate  
  1. Chair of the Faculty Senate Fiscal Affairs Committee Jay Hamilton  
  2. Vice Chair of the Faculty Senate Fiscal Affairs Committee Janice Dunham  
- Chair of the Council of Chairs C. Jama Adams  

2012-2013  

Revised: February 8, 2013
• Two (2) representatives chosen by the Council of Chairs
  1. Warren Benton
  2. VACANT
• Chair of the Higher Education Officers Council                Carina Quintian
• One (1) student representative
  1. VACANT

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

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

- Dean of Graduate Studies (chairperson)  Jannette Domingo
- Dean of Students  Kenneth Holmes
- Vice President for Enrollment Management  Richard Saulnier
- Interim Chief Librarian  Bonnie Nelson
- Graduate Program Directors
  1. Criminal Justice  William Heffernan
  2. Digital Forensics and Cybersecurity  Richard Lovely
  3. Forensic Mental Health Counseling  James Wulach
  4. Forensic Psychology  Gabrielle Salfati/
                              Diana Falkenbach
  5. Forensic Science  Margaret Wallace
  6. International Crime and Justice  Avram Bornstein/
                              Rosemary Barbaret
  7. Protection Management  Charles Nemeth
  8. MPA: Public Policy & Administration  Marilyn Rubin
  9. MPA: Inspection & Oversight  Warren Benton
- BA/MA Director  Chitra Raghavan
- Two (2) graduate students
  1. Pasang Tsering
  2. Sabastian Auguste
Committee on Student Evaluation of the Faculty

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

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

- Four (4) full-time members of the faculty
  1. Psychology         Joshua Clegg
  2. English            Alexander Long
  3. Psychology         Keith Marcus
  4. Public Management  Roddrick Colvin
- Two (2) students
  1. Hashemul Khan
  2. Joanna Madon

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

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

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

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

- **Dean of Undergraduate Studies (chairperson)**
  - Anne Lopes

- **Coordinators of Undergraduate Majors**
  1. Computer Information Systems
    - Shamik Sengupta
  2. Criminal Justice (B.A.)
    - Hung-En Sung
  3. Criminal Justice (B.S.)
    - Serguei Cheloukhine
  4. Criminal Justice Management
    - Salomon Guajardo
  5. Criminology
    - Douglas Thompkins
  6. Culture and Deviant Studies
    - Elizabeth Hegeman
  7. Economics
    - Jay Hamilton
  8. English
    - Caroline Reitz
  9. Fire Science
    - Robert Till
  10. Fire and Emergency Services
     - Robert Till
  11. Forensic Psychology
     - Deryn Strange
  12. Forensic Science
     - Lawrence Kobilinsky
  13. Gender Studies
     - Katie Gentile
     - Peter Romaniuk
  15. Judicial Studies
     - James Cauthen
  16. Humanities and Justice Studies
     - Margaret Tabb
  17. Law and Society
     - James Cauthen
  18. Library
     - Karen Okamoto
  19. Legal Studies
     - Joshua Wilson
  20. Philosophy
     - Catherine Kemp
  21. Police Studies
     - Jon Shane
  22. Political Science
     - Andrew Sidman
  23. Public Administration
     - Maria Josephine Dagostino
  24. Security Management
     - Robert McCrie
  25. World History
     - Sara Mc Dougall
Committee on Honors, Prizes and Awards

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

- Interim Vice President for Student Affairs (chairperson) Thomas Stafford
- Dean of Students Kenneth Holmes
- Interim Director of Student Activities Danielle Officer
- Three (3) full-time members of the faculty
  1. Library Marta Bladek
  2. Psychology Shuki Cohen
  3. English Sanjai Nair
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Rue-Ann Gabriel
  2. Melissa S. Kong
  3. Siddartha Shah

Special Committee of the College Council

Committee on Faculty Elections

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

1. LPS Katarzyna Celinska
2. Library Kathleen Collins
3. English Olivera Jokic
4. Science Ekaterina Korobkova
5. Political Science Samantha Majic
There shall be a campus-wide committee to coordinate assessment efforts for both student learning and institutional effectiveness, broadly understood. The purpose of assessment is continuous improvement of teaching, student learning, institutional effectiveness, and service to internal and external constituencies. The Committee comprises seven faculty members and three Higher Education Officers. The Director of Assessment is an ex officio member without vote. The Associate Provost for Institutional Effectiveness is the committee chair.

- **Sociology**  
  (Chair)  
  Carla Barrett

- **Director of Assessment**  
  (ex officio)  
  Virginia Moreno

- **Associate Provost for Institutional Effectiveness**  
  (ex officio)  
  James Llana

- **Seven (7) Full-time Faculty Members**
  1. Sociology  
     Carla Barrett  
  2. History  
     James de Lorenzi  
  3. Public Management  
     Maria D’Agostino  
  4. Psychology  
     Elizabeth Jeglic  
  5. English  
     Mark McBeth  
  6. Public Management  
     Marilyn Rubin  
  7. Political Science  
     Jennifer Rutledge

- **Three(3) Higher Education Officers**
  1. Marisol Marrero
  2. Sumaya Villanueva
  3. Danielle Officer