I. Adoption of the Agenda

II. Minutes of the April 15 College Council (attachment A), Pg.3

III. Election to the College Council and Executive Committee (attachment B), Pg.7

Dev Sharma was appointed to fill the position vacated by Antonio Welch on the College Council Committee and the Executive Committee of the College Council as the elected at-large student representative, Pgs. 10-12

IV. Approval of the 2012-2013 graduates (attachment C), Pg.27
https://johnjay.jjay.cuny.edu/registrar/graduationlist/htm

V. Report from the Undergraduate Curriculum and Academic Standards Committee and The Committee on Graduate Studies on the Policies for Online Programs and Courses – Dean Lopes and Dean Domingo (attachment D), Pg.28

VI. Report from the Committee on Graduate Studies (attachments E1 – E4) – Dean Jannette Domingo

New Courses
E1. FOS 7XX Advanced Topics in Physical Evidence, Pg.88
E2. FOS 7XX Forensic Examination of Firearms and Toolmarks, Pg.96

Renewals
E3. A renewed motion for the NYSED Part B Distance Education application for the Security Management Program, Pg.104

Programs
E4. The 2011-2012 MPA IG online program evaluation, Pg.116

VII. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments F1 –F11) – Dean Anne Lopes
Programs
F1. Proposal to Revise the Minor in Public Administration, Pg.124

New Courses
F2. COM 1XX      Justice and the Outsider (JCI), Pg.127
F3. PSY 1XX      Memory: Imperfections, Injustices and Improvements (JCI) Pg.152
F4. ANT 1XX (190) Policing in a Multiracial and Multicultural City (NYPD Program), Pg.169
F5. PSC 1XX (191) Supervisory Leadership for Police Services (NYPD Program), Pg.179
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Courses Being Mapped to Gen Ed Outcomes
F7. MUS 104       Music in World Culture (CE), Pg.211
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F9. PHI 201       Philosophy of Art (CE), Pg.226
F10. SPA 208      The Theme of Justice in 20th Century Spanish Literature (rev title: SPA 3XX The Theme of Justice in Spanish Literature (JCI), Pg.237
F11. Proposal to Revise the Prerequisites of Selected ENG and LIT Courses (200 & 300) (due to change in Gen Ed), Pg.248.

VIII. College Council 2013-2014 Calendar (attachment G), Pg.250
IX. New Business
X. Administrative Announcements – President Travis
XI. Announcements from the Faculty Senate – Professor Karen Kaplowitz
XII. Announcements from the Student Council – President Mehak Kapoor
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
MINUTES OF THE COLLEGE COUNCIL
Monday, April 15, 2013

The College Council held its seventh meeting of the 2012-2013 academic year on Monday, April 15, 2013. The meeting was called to order at 1:50 p.m. and the following members were present:


Absent were: Jeffrey Aikens, Zeeshan Ali, Salahdine Baroudi, Erica Burleigh, Nicholas Calabro, Anthony Carpi, James Cauthen, John Clarke, Maria DCruze, Maki Haberfeld, Janice Johnson-Dias, Kwando Kinshasa, Tom Kucharski, Anru Lee, Richard Li, Wagas Majeed, Hue Ma, Michael Maxfield, Roger McDonald, Nicholas Petraco, Melinda Powers, Carina Quintian, Francis Sheenan, Robert Terry-Furst, Jeremy Travis, Shonna Trinch, Michelle Tsang, and Antonio Welch.

I. Adoption of the Agenda

A motion was made to approve the agenda.

It was noted that the date on the agenda should read April 15 and not April 25.

The motion was seconded and approved unanimously.

II. Minutes of the March 13, 2013 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-B28)

It was moved to adopt the new course proposal marked “B1. HON2XX (298): Intellectual Foundations II: Leadership & the Common Good (WC)”. The motion was seconded and approved unanimously.
It was moved to adopt the new course proposal marked “B2. ISP 2XX: The Stories We Tell (Com)”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B3. CJBA 3XX: Change and Innovation.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B4. CJBA 3YY: Special Topics in Criminal Justice.” The motion was seconded and approved unanimously.

A motion was made to present new courses marked B5-B11 as a slate. The motion to approve the slate was seconded and approved unanimously.

- B5. SEC 3XX Private Security and the Law
- B6. SEC 3XX Executive & Event Protection
- B7. SEC 3XX Private Security & Homeland Defense
- B8. SEC 3XX Risk & Vulnerability Analysis
- B9. SEC 3XX Security and Safety for Financial Institutions
- B10. SEC 3XX Security in Art Museums and Cultural Institutions
- B11. SEC 3XX Security Investigations and Consulting

A motion was made to adopt the new course proposals marked B5-B11. The motion was seconded and approved unanimously.

A motion was made to adopt the new course proposal marked “B12. PAD 3XX: Workplace Investigations: Tools, Techniques and Issues”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course proposal marked “B13. ECO 1XX: Introduction to Microeconomics”. The motion was seconded and approved unanimously.

A motion was made to adopt the new course proposal marked: “B14. ECO 1YY: Introduction to Macroeconomics. The motion was seconded and approved unanimously.

A motion was made to adopt the course being mapped to Gen Ed “B15. SPA 231 Interpreting I (Com)”. The motion was seconded and approved unanimously.

A motion was made to adopt the course revision marked: “B16. ECO 170: Introduction to the Economics of Crime & Social Problems (rev title: Crime, Class, Capitalism: the Economics of Justice) (JCCI)”. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked “B17-B20” as a slate. The motion to adopt as a slate was seconded and approved unanimously.

- B18. PHI 302 Philosophy of Rights
- B19. SPA 207 The Spanish American Experience (rev title: Latin America Through the Lens of Literature ) (WC)
- B20. SPA 212 Intermediate Spanish II for Heritage Students (Com)
A motion was made to adopt course revisions B17-B20. The motion was seconded and approved unanimously.

A motion was made to adopt the course revision marked: “B21. LAW 319 The Death Penalty”. The motion was seconded and approved unanimously.

A motion was made to present motions from College Council meeting on February 14th to be renewed marked B22-B24 as a slate. The motion to adopt as a slate was seconded and approved unanimously.

   B22. Motion to approve SCI 114 Scientific Principles of Forensic Science (L/P Sci)
   B23. Motion to approve BIO 2XX The Incredible Living Machine: the Human Body (SciWld)
   B24. Motion to approve CHE 1XX Extraordinary Chemistry of Ordinary Things (SciWld).

A motion to approve new course proposals “B22-B24” was seconded and approved unanimously.

A motion was made to adopt the Academic Standards proposal marked “B25: Proposal to Allow Double Majors”. The motion was seconded and approved unanimously.

A motion was made to adopt the academic standards proposal marked: “B26: Proposal to Revise the Undergraduate Grade Appeal Policy. The motion was seconded and approved unanimously.

It was moved to adopt the program marked “B27. Proposal to Revise Name of BA in Criminal Justice (Research and Policy)”. The motion was seconded and passed.

   In Favor: 38       Oppose: 1       Abstentions: 3

A motion was made to approve program marked “B28. Proposal to Revise the Minor in Political Science”. The motion was seconded and approved unanimously.

IV. Report from the Committee on Graduate Studies (attachments C1a-C2)

It was moved to adopt the new course program marked “C1a: PAD 7XX. The motion was seconded and approved unanimously.

It was moved to adopt the new course program marked “C1b: Syllabus Tools and Techniques of Policy Analysis”. The motion was seconded and approved.

It was moved to adopt the new course program marked “C2. A NYSED application for Curriculum Revisions in the MPA-PPA program”. The motion was seconded and approved unanimously.
V. **Proposal to approve the Comprehensive Assessment Report.**

Professor Carla Barrett presented a summary of the report.

A motion was made to change the wording from “approve” to “receive”. The motion was seconded and approved unanimously.

VI. **New Business.**

Vice President Lynette Cook-Francis put forth students selected for The Committee on Honors, Prizes and Awards as follows:

- Leonard E. Reisman Medal: John Cusick
- Scholarship & Service Award: Popy Begum
- Howard Mann Humanitarian Award: Sally Abdelghafar
- Graduate Student Service Award: Whitney Brown
- Distinguished Service Awards:
  1. Nayanny Bello-Paniagua
  2. Maria D’Cruz
  3. Nicholas Montano
  4. Shamara Nicholas
  5. Anaiss Rijo

It was moved to adopt the recommendation as is. The motion was seconded and approved unanimously.

The meeting was adjourned at 3:00 p.m.
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2012-2013
Revised: May 1, 2013
**College Council Membership**

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

**Administration:**
1. President (chairperson)  
   Jeremy Travis  
2. Provost and Senior Vice President for Academic Affairs  
   Jane P. Bowers  
3. Senior Vice President for Finance and Administration  
   Robert Pignatello  
4. Vice President for Student Affairs  
   Lynette Cook-Francis  
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:**

a. 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  
   Tom Kucharski  
29. Public Administration  
   Charles Jennings  
30. Sciences  
   Elise Champleil  
31. SEEK  
   Schevaletta Alford  
32. Sociology  
   Janice Johnson-Dias

2012-2013
Revised: May 1, 2013
b. Faculty allotted according to any method duly adopted by the Faculty Senate:

33. Anthropology
   Anru Lee
34. Anthropology
   Shonna Trinch
35. Criminal Justice
   Evan Mandery
36. English
   Adam Berlin
37. English
   Erica Burleigh
38. English
   **VACANT**
39. English
   Karen Kaplowitz
40. English
   Jean Mills
41. English
   Melinda Powers
42. Law, Police Science and CJA
   Lior Gideon
43. Law, Police Science and CJA
   Maki Haberfeld
44. Law, Police Science and CJA
   Yue Ma
45. Law, Police Science and CJA
   Staci Strobl
46. Political Science
   James Cauthen
47. Sociology
   Richard Ocejo
48. Science
   Shu-Yuan Cheng
49. Science
   Nicholas Petraco
50. Science
   Francis Sheehan

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

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<thead>
<tr>
<th>Janice Dunham – Library</th>
<th><strong>Vacant</strong></th>
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<td>Richard Li – Science</td>
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Higher Education Officers elected by Higher Education Officers Council:

51. Kinya Chandler
52. Katherine Killoran
53. Angelos Kyriacou
54. Nancy Marshall
55. Carina Quintian

- 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                              Dev Sharma
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. Nicholas Calabro

- 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
- Vice President for Student Affairs      Lynette Cook-Francis
- 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
- Vice President for Student Affairs                  Lynette Cook-Francis

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Public Management                         Warren Benton
  2. English                                    Karen Kaplowitz
  3. Science                                   Elise Champeil
  4. Anthropology                              Anru Lee
  5. Counseling                                Ma’at Lewis
  6. Science                                   Francis Sheehan
  7. Anthropology                              Shonna Trinch

- Two (2) higher education officers
  1. Katherine Killoran
  2. Nancy Marshall

- Three (3) students
  1. Mehak Kapoor
  2. Zeeshan Ali
  3. Dev Sharma
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 Lynette Cook-Francis
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 Peggie Wupperman
20. Public Management Judy-Lynne Peters
21. Sciences Gloria Proni
23. SEEK Nancy Velazquez-Torres
24. Sociology Richard Ocejo

Revised: May 1, 2013
• 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

- 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

- 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 Lynette Cook-Francis
  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

2012-2013
Revised: May 1, 2013
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. Angela Crossman
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
- Vice President for Student Affairs Lynette Cook-Francis
- 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 Lynette Cook-Francis
  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: May 1, 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. Michael Scaduto  
- 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 Tom Kucharski  
- Chair of the Higher Education Officers Council Carina Quintian  

The Executive Director of Finance and Business Services, Patricia Ketterer and the Provost’s Director for Operations, 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  

Revised: May 1, 2013
• Two (2) representatives chosen by the Council of Chairs
  1. Warren Benton
  2. Tom Kucharski
• Chair of the Higher Education Officers Council Carina Quintian
• One (1) student representative
  1. VACANT

The Director of Institutional Research, Ricardo M. Anzaldua and the Director of 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
  2. English
  3. Psychology
  4. Public Management
     Joshua Clegg
     Alexander Long
     Keith Marcus
     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.
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
     Lynette Cook-Francis
  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
      Tom Kucharski
  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
  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
  14. International Criminal Justice 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
  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:

- Vice President for Student Affairs (chairperson) Lynette Cook-Francis
- 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 Sanjair 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. Siddarth 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
College-Wide Assessment Committee

There shall be a campus-wide committee to coordinate assessment efforts for both student learning and institutional effectiveness, broadly understood. The purpose of assessment is continuous improvement of teaching, student learning, institutional effectiveness, and service to internal and external constituencies. The Committee comprises seven faculty members and three Higher Education Officers. The Director of Assessment is an ex officio member without vote. The Associate Provost for Institutional Effectiveness is the committee chair.

- 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
MEMORANDUM

TO: Rulisa Galloway-Perry, Secretary of College Council
FROM: Richard Saulnier, Vice President
RE: Approval of 2013 Graduates by College Council
DATE: April 21, 2013

Please place the approval of the 2012-2013 graduates on the College Council agenda.

Only faculty members may vote on this agenda item.

The cumulative list of graduates is provided at:

https://johnjay.jjay.cuny.edu/registrar/graduationlist.htm
A. Introduction

A.1 This Policy for Online Programs and Courses applies to all existing and new online courses and programs offered for academic credit by John Jay College of Criminal Justice.

A.2 It is developed in accordance with guidelines and best practices of the Middle States Commission on Higher Education (Appendix A) and the New York State Education Department (Appendix B).

B. Definitions

B.1 A fully online course is a course in which 80% or more of the content is delivered online, typically requiring no face-to-face class meetings.

B.2 A hybrid (or blended) online course is a course in which 30% to 79% of the content is delivered online, typically requiring face-to-face class meetings.

B.3 A traditional course is a course in which 0% to 29% of the content is delivered online. Some traditional courses may not use any online technology at all, while some may use online technology, such as a learning management system, to support teaching and learning.
B.4 Distance education (online education) programs are for-credit, degree and certificate programs in which students can complete 50% or more of the requirements through distance education.

B.5 Online courses in this document refer to all for-credit, fully online and hybrid (or blended) online courses; online programs refer to all for-credit, distance education (online education) programs.

B.6 One credit hour requires the equivalent of approximately 15 hours of instruction time and a minimum of 30 hours of additional student work, “regardless of teaching and learning formats or delivery mode”. ¹

B.7 In this document, guidelines, as distinguished from policy, are included in Appendix C.

C. Instructional Design Standards

C.1 The purpose, scope, assessments, learning outcomes, and academic rigor of any online course are expected to be equivalent to those of its traditional counterpart, as students earn the same course credits regardless of its delivery mode.

C.2 All courses, whether envisioned for online or traditional instruction, are subject to the same academic governance structures and processes.

C.3 Evaluations of instruction, by students and by faculty peers, are conducted in online courses in the same or equivalent manner as for traditional courses. The evaluation instruments, and the guidance for the administration and use of subsequent reports, are developed and approved by the College Council pursuant to section 9.h of the College Charter.

C.4 The following design standards apply to all online courses:

C.4.a Use of CUNY’s official learning management system (currently Blackboard) is required for course delivery but may be supplemented with other systems or technologies.

C.4.b Use of up-to-date teaching methods is required to promote student learning (e.g., interactions among the students, faculty, and content).

D. Academic Services and Syllabi Requirements

D.1 Academic services to students taking online courses shall be comparable in both scope and quality to those provided for students who take courses on campus.

¹ This is specified in the Credit Hour Policy of the Middle States Commission on Higher Education in Appendix D
D.1.a All academic services, materials, and forms shall be accessible through appropriate technologies, such as the Web, email, and phone.

D.1.b Virtual office hours or appointments shall be regularly scheduled and publicized by all service offices.

D.1.c Planning, delivery, assessment, evaluation, and on-going improvement of academic services shall be based on best practice standards of online education embraced by the Middle States Commission on Higher Education and recognized academic professional organizations that set national standards for online education.

D.2 The syllabus for an online course shall include all required elements of the College’s current official undergraduate or graduate Model Syllabus, including but not limited to course title and section, instructor contact information, course description, learning outcomes, course pre-requisites or co-requisites, course requirements, required texts, grading policy, course calendar, and college-wide policies on plagiarism, ADA, incomplete grade.

D.2.a Each syllabus of online courses shall also cover the following components, if applicable:

- Expectations for student participation and interactions
- Technology requirements
- Procedures (e.g., time, communication tools) for faculty contact hours
- Administration of exams and other assessments, and any associated costs
- Submission of course assignments
- Access to course materials

D.2.b Each instructor of online courses shall provide students with at least a printable, full version of the syllabus, such as a PDF document available for download as a link on the course Blackboard site.

E. Identity Verification, Cheating and Assessment Integrity

E.1 Each online course and program shall adopt and implement effective procedures to ensure that the student who registers in the course or program is the same student who participates in and completes the course or program, including the writing assignment and examinations, and who receives the academic credit.

E.2. Each online course shall adopt several appropriate assessment strategies, which may include:

- E.2.a Use of multiple assessment techniques
- E.2.b Frequent written assignments and threaded discussions
- E.2.c Use of test banks, and timed test delivery
- E.2.d Plagiarism detection software and browser lock-downs
E.2.e Remote proctoring devices
E.2.f Student identity verification technologies
E.2.g Individual faculty-student audio or video communications concerning assignments and assessments

E.3 Each online program shall adopt several appropriate assessment strategies, which may include:

E.3.a Proctoring or equivalent identity verification for program-wide examinations
E.3.b Maintenance of digital student portfolios to compare work across courses and examinations
E.3.c Program-wide convening event including face-to-face instructional and assessment activities

E.4. The CUNY policy with regard to cheating shall be followed in all courses (See http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20112012.pdf, pp. 316-317 and http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20122013.pdf p. 83.)

Faculty Development and Support

F.1 Faculty development in online teaching is crucial to ensure student learning, academic success, and the overall quality and academic integrity of online education at the College. All instructors shall fulfill the following requirements prior to teaching any assigned online courses.

F.1.a Demonstrate proficiency in using the College’s official learning management system (currently Blackboard)
F.1.b Complete a faculty development program focused on effective design principles and pedagogy in online teaching

F.2 Alternatively, instructors shall fulfill the above requirements by demonstrating to their respective Chairs or Program Directors, and the Provost’s designee, their competency in online teaching through up-to-date online teaching portfolios that provide evidence of effective course design, academic integrity, development, and delivery in their most recent online courses.

G. Course Enrollment

G.1 Class Size

G.1.a The class size policy for online courses shall conform to the College’s current Class Size Policy.

G.1.b All undergraduate online course sections shall have a Primary Enrollment Limit of 16-28 and Secondary Enrollment Limit of 18-30, which were originally established in the College’s Class Size Policy for “intensive undergraduate, such as remedial, English composition, ESL, speech, foreign languages, and writing intensive” classes.
G.1.c All graduate online course sections shall have a Primary Enrollment Limit of 20 and Secondary Enrollment Limit of 23, as specified in the College’s Class Size Policy.

G.2 Course Cancellation

G.2.a The course cancellation policy for online courses shall conform to the College’s current Course Cancellation Policy except references to classroom space utilization. Online course sections may be cancelled, following the same cancellation schedule as on-campus courses, when enrollment is less than one-third of the Primary Enrollment Limit. However, the required minimum enrollment shall be one-quarter of the Primary Enrollment Limit for a course section that is the only open scheduled section during the semester of a required course of general studies, a major, or a graduate program.

H. Student Services

H.1 Online students shall have sufficient and reasonable access to the range of student support services necessary to support online learning and successful matriculation, such as admissions, registration, accounts payable, course catalog, academic advising, tutoring, library resources and services, career services, financial aid information, student records, disability services, and technical support.

H.2 Student support services shall be delivered by the departments and offices responsible for such services for campus-based students, unless, for the program involved, alternative assignments for service delivery are defined in a memorandum approved by the Provost, and the appropriate department or office.

H.3 Orientation: Upon enrollment in an online education program, new students shall complete an online orientation that covers topics such as relevant college policies, program expectations, student support services, library services and resources, essential campus contacts, and introduction to the learning management system.

H.4 Accessibility issues and disability services: All online courses shall comply with the Americans with Disabilities Act (ADA). The College provides resources and training to faculty for ADA compliance in their courses. To receive accommodations, students with disabilities shall contact the Office of Accessibility Services.

H.5 Computer Literacy: Students are required to achieve basic computer literacy prior to enrolling in an online course.

H.6 Library Services and Resources: In accordance with the guidelines set forth by the Middle States Commission on Higher Education, online students shall have sufficient access to library services comparable to those offered to on-campus students.
H.6.a The library provides 24/7 access to a wide range of online resources, including journal databases, ebooks, and streaming videos. All students and faculty can access these resources off-campus after authentication using a proxy server. Librarian liaisons to academic departments are also available to suggest relevant materials.

H.6.b Librarians shall be available to provide library instruction in selected online courses at the instructor’s request, in accordance with relevant library policy.

H.6.c The Distance Services Librarian shall coordinate and promote library services to online students and faculty.

H.6.d Reference librarians shall be accessible to students during library hours both by telephone and online.

H.6.e The library shall make available online research tutorials designed for students.

I. Compensation, Incentives, and Intellectual Property

I.1 Ownership of course materials and any other intellectual property created during the development of online courses shall be determined by the CUNY Intellectual Property Policy (Appendix E) as it is written at the time when the materials are created. (Note: Course materials refer to any original work created during the development of the course, such as the syllabus, assignments, audio recordings, video recordings, and activity instructions.)

I.2 The CUNY Intellectual Property Policy specifies that:

“Courses designed to be delivered over the internet, by computer, or through similar technologies, may involve both copyrightable works and other intellectual property. Consistent with its intent to recognize the creator as the owner of scholarly or pedagogical works, the University claims no ownership rights in either the intellectual content of such courses, or the tools and technologies used to present them, unless the work was the result of sponsored research or is commissioned work.”

I.3 Online courses shall not infringe copyright, violate property or other rights of third parties, or contain libelous or unlawful material.

I.4 Students shall retain ownership of the intellectual property they create, such as forum posts, audio recordings, video recordings, and peer evaluations. Course instructors shall ask permission from students to use their work (e.g. as a good example of a forum post or essay) outside of the course or after the completion of the course.

I.5 Consistent with the above, the University may contract with faculty members for the use of course materials previously developed by such faculty members, by means of license or assignment, provided that the faculty member also retains the right to future use of the material.

2 CUNY Intellectual Property Policy, Section 6.3.4.5
involved for all purposes other than online course delivery outside of the City University of New York.

I.6 **Instructional Workload:** Instructional workload credits for online instruction shall be comparable to classroom-based instruction.

I.7 **Program Leadership:** Reassignment time for chairpersons or program directors of online programs shall follow the following protocol:

- Six credits of total reassignment time to compensate for faculty work on the development of a new online degree program, or three credits of total reassignment time for the development of a new online certificate program.
- Six credits of reassignment time annually to compensate for faculty work on the academic administration of an online degree program, or three credits of reassignment time annually for the academic administration of an online certificate program, that enrolls 150 or fewer full-time-equivalent (FTE) students; three additional credits of reassignment time annually when the FTE count exceeds 150 in the online degree or certificate program.

I.8 **Revenue Sharing:** A percent of net tuition revenue from each online program shall be reinvested to support the enhancement of the program, professional development of its faculty, and other initiatives contributing to the strategic goals of the College’s current Master Plan, subject to the final approval by the Provost. The Budget and Planning Committee will annually recommend the percentage of the net revenue involved, and the method for calculating net revenues.
APPENDICES

Appendix A. Middle States Commission on Higher Education: Interregional Guidelines for the Evaluation of Distance Education (Online Learning)

Appendix B. New York State Education Department: Principles of Good Practice for Distance Education Programs

Appendix C. John Jay College of Criminal Justice: Guidelines for Online Program and Courses

Appendix D. Middle States Commission on Higher Education: Credit Hour Policy (08/23/2012)

Appendix E. CUNY Intellectual property policy
Appendix A. Middle States Commission on Higher Education: Interregional Guidelines for the Evaluation of Distance Education (Online Learning)
DISTANCE EDUCATION PROGRAMS

Interregional Guidelines for the Evaluation of Distance Education (Online Learning)
DISTANCE EDUCATION PROGRAMS

Interregional Guidelines for the Evaluation of Distance Education (Online Learning)

Middle States Commission on Higher Education
The Interregional Guidelines for the Evaluation of Distance Education Programs (Online Learning) were developed by the Council of Regional Accrediting Commissions (C-RAC) and are based on two documents: a 2006 report prepared by the U.S. General Accounting Office, Evidence of Quality in Distance Education Drawn from Interviews with the Accreditation Community, and Best Practice Strategies to promote Academic Integrity in Online Education, prepared by the Western Interstate Commission for Higher Education Cooperative for Educational Technologies (WCET).

This publication replaces Distance Learning Programs: Interregional Guidelines for Electronically Offered Degree and Certificate Programs (2002).

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Permission is granted to colleges and universities within the jurisdiction of the Middle States Commission on Higher Education to photocopy these guidelines for the purpose of institutional self-study, peer review, and program development. The text of this document may also be downloaded from the Commission’s website. Bound copies may be purchased through the publications electronic order form available on the website.

Printed in the United States of America
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The Nine Hallmarks of Quality

1. Online learning is appropriate to the institution’s mission and purposes ........... 6

2. The institution’s plans for developing, sustaining, and, if appropriate, expanding online offerings, are integrated into its regular planning and evaluation processes ......................................................... 7

3. Online learning is incorporated into the institution’s systems of governance and academic oversight ................................................................. 8

4. Curricula for the institution’s online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats ................................................................. 9

5. The institution evaluates the effectiveness of its online offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals ......................... 10

6. Faculty responsible for delivering online learning curricula and evaluating the students’ success in achieving the online learning goals are appropriately qualified and effectively supported ......................... 11

7. The institution provides effective student and academic services to support students enrolled in online learning offerings ........................................... 12

8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings ....................................................... 13

9. The institution assures the integrity of its online learning offerings .................. 14
Overview

The Interregional Guidelines for the Evaluation of Distance Education (Online Learning) were developed by the Council of Regional Accrediting Commissions (C-RAC) to assist institutions in planning distance education and to provide an assessment framework for institutions already involved in distance education. The Guidelines are also intended for use by evaluation teams. They are based on two documents: a 2006 report prepared by the U.S. General Accounting Office, Evidence of Quality in Distance Education Drawn from Interviews with the Accreditation Community, and Best Practice Strategies to Promote Academic Integrity in Online Education, prepared by the Western Interstate Commission for Higher Education Cooperative for Educational Technologies (WCET). These Guidelines replace the C-RAC Statement of Best Practices for Electronically Offered Degree and Certificate Programs, published by MSCHE in 2002, and are intended to be used in conjunction with the relevant standards and policies of each accreditor.

While MSCHE institutions should address the requirements of distance education as defined in Standard 13 of Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation, these Guidelines provide a further resource by which an institution can evaluate itself. The Guidelines comprise nine hallmarks of quality for distance education. In their discussions of how their distance education programming fulfills MSCHE’s accreditation standards, institutions are asked to include evidence of the extent to which they meet these hallmarks. Examples of the types of evidence that institutions might use are provided in this booklet. These lists are not meant to be exhaustive; it is likely that institutions will include additional types of evidence in their reports.
The Hallmarks of Quality

1. Online learning is appropriate to the institution's mission and purposes (MSCHE Standard 1).

Analysis/Evidence:

➤ The mission statement explains the role of online learning within the range of the institution's programs and services;

➤ Institutional and program statements of vision and values inform how the online learning environment is created and supported;

➤ As appropriate, the institution incorporates into its online learning programs methods of meeting the stated institutional goals for the student experience at the institution;

➤ The recruitment and admissions programs supporting the online learning courses and programs appropriately target the student populations to be served;

➤ The students enrolled in the institution's online learning courses and programs fit the admissions requirements for the students the institution intends to serve;

➤ Senior administrators and staff can articulate how online learning is consonant with the institution's mission and goals.
2. The institution’s plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes (MSCHE Standard 2).

**Analysis/Evidence:**

- Development and ownership of plans for online learning extend beyond the administrators directly responsible for it and the programs directly using it;
- Planning documents are explicit about any goals to increase numbers of programs provided through online learning courses and programs and/or numbers of students to be enrolled in them;
- Plans for online learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings;
- Plans for expanding online learning demonstrate the institution’s capacity to assure an appropriate level of quality;
- The institution and its online learning programs have a track record of conducting needs analysis and of supporting programs.
3. **Online learning is incorporated into the institution's systems of governance and academic oversight (MSCHE Standard 4).**

**Analysis/Evidence:**

- The institution’s faculty have a designated role in the design and implementation of its online learning offerings;
- The institution ensures the rigor of the offerings and the quality of the instruction;
- Approval of online courses and programs follows standard processes used in the college or university;
- Online learning courses and programs are evaluated on a periodic basis;
- Contractual relationships and arrangements with consortial partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all online learning offerings provided under its name.
4. Curricula for the institution’s online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

Analysis/Evidence:

➤ The curricular goals and course objectives show that the institution or program has knowledge of the best uses of online learning in different disciplines and settings;

➤ Curricula delivered through online learning are benchmarked against on-ground courses and programs, if provided by the institution, or those provided by traditional institutions;

➤ The curriculum is coherent in its content and sequencing of courses and is effectively defined in easily available documents including course syllabi and program descriptions;

➤ Scheduling of online learning courses and programs provides students with a dependable pathway to ensure timely completion of degrees;

➤ The institution or program has established and enforces a policy on online learning course enrollments to ensure faculty capacity to work appropriately with students;

➤ Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly;

➤ Course design and delivery supports student-student and faculty-student interaction;

➤ Curriculum design and the course management system enable active faculty contribution to the learning environment;

➤ Course and program structures provide schedule and support known to be effective in helping online learning students persist and succeed.
5. The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

Analysis/Evidence:

➢ Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods;

➢ Student course evaluations are routinely taken and an analysis of them contributes to strategies for course improvements;

➢ Evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning;

➢ The institution regularly evaluates the effectiveness of the academic and support services provided to students in online courses and uses the results for improvement;

➢ The institution demonstrates the appropriate use of technology to support its assessment strategies;

➢ The institution documents its successes in implementing changes informed by its programs of assessment and evaluation;

➢ The institution provides examples of student work and student interactions among themselves and with faculty;

➢ The institution sets appropriate goals for the retention/persistence of students using online learning, assesses its achievement of these goals, and uses the results for improvement.
6. Faculty responsible for delivering the online learning curricula and evaluating the students’ success in achieving the online learning goals are appropriately qualified and effectively supported.

Analysis/Evidence:

➤ Online learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover;

➤ The institution’s training program for online learning faculty is periodic, incorporates tested good practices in online learning pedagogy, and ensures competency with the range of software products used by the institution;

➤ Faculty are proficient and effectively supported in using the course management system;

➤ The office or persons responsible for online learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery;

➤ Faculty members engaged in online learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution;

➤ Students express satisfaction with the quality of the instruction provided by online learning faculty members.
7. The institution provides effective student and academic services to support students enrolled in online learning offerings.

**Analysis/Evidence:**

- The institution’s admissions program for online learning provides good web-based information to students about the nature of the online learning environment, and assists them in determining if they possess the skills important to success in online learning;

- The institution provides an online learning orientation program;

- The institution provides support services to students in formats appropriate to the delivery of the online learning program;

- Students in online learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling;

- Students in online learning programs have ready access to 24/7 tech support;

- Students using online learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems;

- Students using online learning demonstrate proficiency in the use of electronic forms of learning resources;

- Student complaint processes are clearly defined and can be used electronically;

- Publications and advertising for online learning programs are accurate and contain necessary information such as program goals, requirements, academic calendar, and faculty;

- Students are provided with reasonable and cost-effective ways to participate in the institution’s system of student authentication.
8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.

Analysis/Evidence:

- The institution prepares a multi-year budget for online learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure;

- The institution provides evidence of a multi-year technology plan that addresses its goals for online learning and includes provision for a robust and scalable technical infrastructure.
9. The institution assures the integrity of its online offerings*.

Analysis/Evidence:

➤ The institution has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The institution makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures. *(Note: This is a federal requirement. All institutions that offer distance education programs must demonstrate compliance with this requirement.)*

➤ The institution’s policies on academic integrity include explicit references to online learning;

➤ Issues of academic integrity are discussed during the orientation for online students;

➤ Training for faculty members engaged in online learning includes consideration of issues of academic integrity, including ways to reduce cheating.

*Institutions are encouraged to consult *Best Practice Strategies to Promote Academic Integrity in Online Education*, prepared by WCET and available at [http://www.wcet.wiche.edu](http://www.wcet.wiche.edu)*
Appendix B. New York State Education Department: Principles of Good Practice for Distance Education Programs
NYSED Principles of Good Practice


Principles of Good Practice

- Preamble
- Organizational Commitment
- Learning Design
- Learner Support
- Outcomes and Assessment
- Program Evaluation

Examples of Good Practice

We gratefully acknowledge our debt to the American Council on Education, for their Principles of Good Practice for Distance Learning in a Learning Society, and to the Middle States Association of Colleges and Schools for their Principles of Good Practice.

Preamble

In this document the Task Force on Distance Higher Education specifically addresses the fastest growing segment of US higher education, distance education or distance learning. In part because of the rapid changes in the technological platforms and because institutions are launching new programs without substantial experience base, there remain wide variations in the quality of distance education programs. In response to this concern, the Task Force has established principles and standards of good practice that can be used to evaluate an institution's capability to design and deliver quality distance programs mediated through technology.

At the same time, the Task Force recognizes that the increased use of technologies in site-based courses and the growing interest in alternate approaches to distance learning have created a convergence of distance and on-site learning that some refer to as distributed learning. Increasingly we see distributed learning environments in which students on site and students at a distance have much the same learning experience. As this convergence continues, the new forms of education that emerge are likely to resemble distance education in their flexibility, interactivity, and use of innovative pedagogical approaches.

Last Updated: March 9, 2011
These principles and criteria address only the distance education aspects of programs, not their content or the academic preparation of their faculty. The standards of academic quality remain the same for all programs regardless of the delivery system used.

Organizational Commitment

Principle

• Distance learning must be backed by an organizational commitment to quality and effectiveness in all aspects of the learning environment.

Discussion

• To be effective distance learning programs must be backed by a commitment on the part of the institution or organization to include distance learning in its planning and goal-setting, to treat distance education and on-campus education equitably in its policies and procedures, and to provide the necessary resources – human, fiscal, programmatic and technical --- to support those programs.

Operational Criteria

1. The institution's distance learning activity is consistent with the institutional mission.
2. The institution shows evidence - through its priorities, goals, strategic plans, policies, procedures, faculty recognition, and infrastructure - that it values distance learning.
3. The institution's distance learning programs show evidence of careful planning, including identification of the need, the nature and size of the intended audiences, provisions for serving those audiences, and a plan for adding resources (financial and human, including instructional staffing and support functions) to accommodate future program growth ("scalability").
4. The institution has committed sufficient resources to its distance learning programs and services to ensure their effectiveness.
5. The institution has clearly identified a single office or officer with responsibility for assuring the quality of all distance education across the institution.
6. The institution ensures that the administration of its distance learning programs by knowledgeable personnel with adequate time and resources to accomplish this task.

7. The institution has developed and implemented a process for sustaining faculty professional development in distance learning. This process recognizes that teaching in the distance learning environment requires different pedagogical and communication strategies to function effectively, and that the faculty member and the institution share responsibility for assuring effectiveness.

8. If the institution uses courses, programs, or academic support services from another provider, it has an adequate process in place (with faculty participation) for evaluating their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.

9. The institution has in place a comprehensive, viable technology plan for distance learning.

10. The institution has a clear policy on ownership of course materials developed for its distance education courses; this policy is shared with all faculty and staff involved in distance education at the institution.

Learning Design

Principle

• The institution's distance learning programs are designed to fit the specific context for learning.

Discussion

• All programs the institution offers in a distance learning format must have quality, integrity, and consistency, and must fit the specific context for learning. That context includes the nature of the subject matter, the intended learning outcomes, the needs and goals of the learner, the learner's environment, and the instructional technologies and methods.

Operational Criteria

1. The same academic standards and requirements are applied to programs offered on campus and through distance learning.
2. Distance learning programs are coherent, complete, and offered in a sequence or configuration that allows timely completion of requirements.

3. The same faculty qualifications are applied to distance education programs as all other academic programs.

4. Faculty are responsible for the initial and ongoing development and delivery of instruction in distance programs.

5. Distance learning programs provide clear statements of learner responsibilities and expectations of student participation and learning.

6. Distance learning programs provide for appropriate and flexible interaction between faculty and students and among students.

7. The technologies selected for a specific distance learning opportunity are appropriate for the intended learning outcomes, content, relevant characteristics of the learning and the learner, and student cost.

8. Distance learning programs include adequate verification of learners' work.

9. Faculty and program administrators determine the appropriate enrollment that can be supported in the distance learning program and in individual courses based upon the content and learning activities, the nature of the learners, the technologies used, and the support available to faculty.

Learner Support

Principle

• Distance learning activities are effectively supported for learners through fully accessible modes of delivery and resources.

Discussion

• Distance learners often must assume greater responsibility for their own learning. They must understand and address their own learning needs; take initiative in asking questions and obtaining help; interact with faculty and other students as appropriate; and be prepared to deal with technical difficulties in the two-way flow of information. At the same time, institutions must develop and provide the necessary information and learner support systems to assist learners in carrying out their learning activities and using the available resources. Learner support must be appropriate to the distance learning modes used.
Operational Criteria

1. The institution provides distance students with detailed information on admissions and program graduation requirements.

2. Distance program materials clearly and accurately represent the program, including detailed program completion requirements, the nature of the learning experience, program and faculty responsibilities, and the nature of faculty-student, student-faculty, and student-student interaction opportunities, techniques, and requirements. They define any specific student background, knowledge, or technical skills needed to undertake and successfully complete the distance program, and describe in layman's terms any technical equipment and/or software required or recommended.

3. The institution provides distance learners adequate academic support, including academic advisement, technical support, and other student support services normally available on campus. Program materials clearly describe how students obtain these support services.

4. The institution provides adequate library and information resources, services, and support for academic programs, including training in information literacy. These resources and services are accessible at a distance on a timely basis.

5. Administrative processes such as admissions and registration are readily accessible to distance students, and program materials clearly describe how access is obtained.

6. The institution provides orientation opportunities and resources for distance learners that are appropriate to the technologies used, the content, and the learners.

Last Updated: April 12, 2010
Outcomes and Assessment

Principle

• Distance education programs organize learning activities around demonstrable outcomes (often expressed in learning objectives), assist the learner to achieve these outcomes, and assess learner progress by reference to these outcomes.

Operational Criteria

1. Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. These learning outcomes are clearly identified -- in terms of knowledge, skills, or credentials -- in course and program materials.
2. All aspects of the distance learning program are consistent with and shaped to achieve the demonstrable learning outcomes.
3. The means chosen for assessing student learning are appropriate to the content, learning design, technologies, and characteristics of the learners.

Program Evaluation

Principle

• The institution evaluates the effectiveness of its distance learning programs and uses the findings to improve the programs and services.

Operational Criteria

• The institution has a process in place to monitor and evaluate the effectiveness of all aspects of its distance learning programs on a regular basis.
• The evaluation results are used for continuous program improvement.
• Program evaluation procedures include a determination that distance learning programs result in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded.
Examples of Good Practices

Organizational Commitment

Distance learning must be backed by an organizational commitment to quality and effectiveness in all aspects of the learning environment.

- Importance of Distance Learning:

Monroe Community College (MCC) demonstrates organizational commitment to alternative instructional delivery systems that is evident by its cross divisional impact. Both administration and staff are enthusiastically involved in distance learning. The Vice Presidents for Academic Affairs and Educational Technology Services strongly support these initiatives, and over fifty faculty members are interested and involved. The overarching philosophy at MCC is that all courses (on-campus, off-campus or online) are the same in terms of academic rigor and faculty and learner support needs. The college's President, who teaches distance courses himself, is particularly articulate in stating Monroe Community College's commitment to integrating distance learning into the everyday operational activities of the institution.

- Oversight/Quality Assurance:

The State University of New York at Albany has designated the Provost and Vice President of Academic Affairs as the person responsible for oversight of and quality assurance for distance education across the institution. The following information was provided in a letter to the President of Academic Affairs, Carlos E. Santiago.

To support the Provost in this task, the University has:

- Added a person dedicated to the support of courses in distance learning to its Center for Excellence in Teaching and Learning (CETL). This individual has prior experience in online teaching and demonstrated knowledge of pedagogy related to an online environment.
- Institutionalized training and technology support for video-teleconferencing in CETL.
- Added faculty from the School of Education to the CETL Advisory Board.
d. Identified funding sources in order to increase CETL's professional development opportunities for those interested in and already involved in distance learning.

e. Created a Provost's Advisory Committee consisting of the Directors of CETL and Extended Learning as well as faculty members to provide a mechanism and process to assure the quality of our extended learning offerings and to review programmatic offerings before they are submitted through the standard governance process.

f. As a result of the site review, the University has integrated the activities of CETL and the Office of Extended Learning. The Director of CETL and the Director of Extended Learning are members of the Council of Deans and participate in meetings of this body. They will periodically report on progress in their areas to the Council of Deans and work with the deans and Provost's Office to assist in efforts to promote quality distance education.

At New York University, the President sent a memorandum to all Deans establishing a process by which all distance education activity (described as "Internet activity") will be cleared through the Special Assistant to the President who is also the Dean of the School of Continuing and Professional Studies (SCPS). This assignment is based in part on the fact that most existing distance education at NYU was developed and administered by SCPS.

"As we develop our potential in this area, it is clear that it has enormous positive applications for us in this world of instant global communication and we must be careful to use this tool effectively to advance our goals and protect our product. Conversely, if we are not careful in our management, the Internet also holds the power to do us harm with misstatements or inaccurate representations of NYU. Therefore, as we move ahead on this important project, I believe it is important to have a process in place that helps each of us develop innovative uses for the Internet while also having the appropriate system of oversight in place to avoid mistakes that could easily have large consequences. I have asked the Special Assistant to the President to coordinate discussions and activities related to how we can most effectively use the Internet to benefit the University."

Under the direction of the Vice President for Educational Technology Services, the Monroe Community College Distance Learning Advisory Committee provides
advisory review and guidance for MCC's distance learning initiatives. Comprised of faculty members, department chairs, academic affairs staff, educational technology staff, marketing staff and others, the committee meets regularly to discuss current and future alternative instructional delivery options. Although advisory in nature, the committee reviews distance learning operational details and recommends changes or enhancements as necessary. A core group of members from this committee worked with the VP of Educational Technology Services to develop the materials needed for the SED Distance Learning capacity review process.

- **Mission:**

At New York University there is not a separate mission for distance education; the University views it only as one of the several tools to help it fulfill its core mission. Academic excellence is the core of NYU's mission and drives the University's entire on site and online activities. NYU also views distance education as a means to help it further its international mission of making NYU's opportunities available to a broader audience.

- **Professional Development:**

At the New School University faculty who teach online are provided with an intensive training program and ongoing pedagogical and technical support by the staff of DIAL, the New School's online delivery system. All instruction staff who teach online through the DIAL program are required to complete a specially designed five-week faculty development workshop during the semester before their course is offered online. This online workshop, conducted under the supervision of DIAL's Manager of Academic Services, and with support from other distance learning staff and divisional coordinators is designed both for faculty who are new to Internet communication as well as those who already have a good deal of experience working online. The faculty development workshop engages faculty in a pedagogical discussion of the similarities and differences between teaching online and in the classroom. Successful completion of the workshop requires a commitment of three to five hours a week of online interaction in addition to a set of required readings selected to introduce faculty to the pedagogy of online education.

After the faculty development workshop is successfully completed, faculty enter a two-week "Start Up" conference in which they bring together all the elements of
their online course. In the first week, each faculty member is given a class "shell"-the empty classroom into which the faculty member will post his/her instructional and resource items-and during the second week, which overlaps with the student Orientation week, students will begin to enter the "classroom" to greet each other and the faculty member. All technical support is offered through the DIAL office for both faculty and students 24-hours a day, seven days a week on a toll-free ("800") telephone number.

Monroe Community College (MCC) utilizes a two-pronged approach to support its faculty members who teach in a totally asynchronous mode via the SUNY Learning Network (SLN). To date, MCC/SLN faculty members have developed over one hundred courses and deliver approximately twenty percent of all SLN courses each semester. SLN provides the course template, server and help-desk support, three training sessions for faculty and offers a wide variety of online support through their web site. The MCC/SLN team (which consists of Instructional Designer, an Academic Coordinator, a Collaborative/Distance Learning librarian, an Instructional Support coordinator and a Training coordinator) provides operational assistance and on-site wrap around training sessions to supplement SLN's instruction. All team members have other full-time responsibilities at the College, so a distributed, collaborative team approach was chosen as the best way to operationalize SLN at MCC.

**Learning Design:**

The institution's distance learning programs are designed to fit the specific context for learning.

- **Verification of Learner's Work:**

  Pace University, through a grant provided by the Fund for the Improvement of Postsecondary Education, developed the Pace/NACTEL Proctoring Program. The proctoring system allows designated proctors to supervise and administer any major examinations throughout the distance education course. It is the distance learner's responsibility to choose a proctor in his or her community that meets the criteria outlined by Pace/NACTEL. The proctor must submit an application to the university, and the student will be notified by e-mail once their selection has been approved. Prior to the day of the examination, the student receives a copy of the Proctored Exam Information via e-mail. The student then contacts his or her proctor to arrange to take the exam and prints out a copy of the Student/Proctor
Verification Form. The exam is sent to the proctor via mail, fax or computer and administered to the student after a valid photo I.D. is presented and the Student/Proctor Verification Form is completed by both the student and proctor. The exam, with the attached Student/Proctor Verification Form, is then mailed to the university. Once the course instructor receives the examination, the student is notified by e-mail. After the exam has been graded and the grade recorded, the student will receive another e-mail and will have access to the grade through CourseInfo, software developed by Blackboard for online course assessment.

• Cost / Benefits of Distance Education:

The State University of New York Learning Network (SLN) offers a distance education calculator for students to determine how much they would save by taking an online course rather than commuting to a campus. Variables, such as distance, gas mileage, childcare, commuting time, personal worth, and miscellaneous expenses are calculated and the savings for both classes that meet once a week and classes that meet twice a week over a fifteen week semester are given to the prospective student.

Learner Support:

Distance learning activities are effectively supported for learners through fully accessible modes of delivery and resources.

• Academic and Administrative Support:

Mercy College offers a method of academic advising to distance learners that helps students identify their academic and career goals, and monitors student’s academic performance. This monitoring system is called the Early Alert System. Faculty notify academic advisors when they feel concerned about a students' academic performance so that the advisor may then offer the student assistance or recommendations that would enable the student to successfully complete the course. The advisors are available Monday through Thursday from 9am to 7pm, Friday from 9am to 5pm and Saturday from 9am to 1pm.

In addition to offering solid academic advising to distance students, Mercy College also offers online tutorials in writing and math, as well as one-on-one assistance for those needing help with papers related to their courses or specific math problems.
• Student Orientation:

Monroe Community College is developing a video on the Ten Myths of Online Learning from the student’s perspective. This video will supplement information already on the web site and will directly address student concerns and misperceptions regarding asynchronous course delivery. MCC is utilizing the collaborative efforts of an English department faculty member and a Counselor from the Counseling Center to develop this product. A completion date of spring, 2001 is anticipated.

Also in development for spring, 2001 release is a module for students on the evaluation of learning styles within the context of distance learning. An MCC Counselor, who also teaches an online Career Orientation seminar, is researching and developing the module. The module will be reviewed by MCC colleagues and will become a part of MCC’s enhanced online Student Services presence.

Outcomes and Assessment:

Distance education programs organize learning activities around demonstrable outcomes (often expressed in learning objectives), assist the learner to achieve these outcomes, and assess learner progress by reference to these outcomes.

• Program Outcomes: The State University of New York at Albany has developed a model, known as the Albany Outcomes Assessment Model, that is used across the institution. This model takes into account factors such as pre-college characteristics, college experiences, both academic and personal outcomes of the educational process, and alumni outcomes. Since programs offered at a distance by the University have the same content and characteristics as those offered on campus, the application of this assessment model to on-campus programs covers their distance education counterparts as well.

Program Evaluation:

The institution evaluates the effectiveness of its distance learning programs and uses the findings to improve the programs and services.

Last Updated: March 9, 2011
Appendix C. John Jay College of Criminal Justice: Guidelines for Online Programs and Courses
John Jay College of Criminal Justice: Guidelines for Online Programs and Courses

C. Guideline for Instructional Design Standards

C.01) Interactions are crucial to online learning. Although online interactions may occur in various forms, it is the instructor’s responsibility to design and teach an online course that ensures adequate interactions, including student-to-student interactions, student-to-instructor instructions, as well as interactions between students and course content.

C.02) Specifically, instructors should 1) respond to student inquiries in a timely manner, usually within 24 hours but rarely over 48 hours, unless otherwise scheduled; 2) facilitate interactions with students and among students using tools or pedagogical approaches, such as discussion forums, video conferencing, online chat, and collaborative learning projects; 3) identify or provide adequate learning materials and resources, whether from textbooks, online library resources, or other relevant sources.

D. Guideline for Syllabi Requirements

D.01) The syllabus may be accompanied by a course guide or other course materials that provide an explanation of the instructor’s grading criteria, pedagogical approach, the design of the course, course expectations, etc. Instructors are encouraged to allocate time for regular face-to-face and/or virtual faculty contact hours.

E. Guideline for Identity Verification and Assessment Integrity Strategies

E.01) Use of multiple assessment techniques: Assessments are designed to be frequent, varied, and authentic to the application of learning. Instructors may rely on interactive discussions, writing assignments, quizzes, capstone projects, group work, online exams, etc. Assessments are often modified from semester to semester.

E.02) Frequent written assignments and threaded discussions: Students may demonstrate learning outcomes through written assignments and interaction with the instructor via discussions. Instructors become familiar with students' writing styles through online discussions.

E.03) Use of test banks, and timed test delivery: Test questions are randomly drawn from banks of questions, so each student gets a different set of questions. Most tests are designed to be open-book, but once a student begins a test, they have a limited amount of time to complete it, and usually only one attempt.

E.04) Plagiarism detection software and browser lock-downs: Assignments can be submitted via tools such as Turnitin.com and Safe-Assign.

E.05) Remote proctoring devices and techniques: Proctoring may be implemented through live video monitoring or other technologies as the student completes an examination.
E.06) Student identity verification technologies: These include biometric, video, writing pattern recognition and other technologies.

E.07) Individual faculty-student audio communications concerning assignments and assessments. The instructor interviews the student about assignments, asking questions designed to ascertain the student’s understanding of the content of the submitted work.

E.08) Proctoring or equivalent identity verification for program-wide examinations. Students would be required to come to campus to take their exams on the predetermined date and time if living or working within commuting distance (60 miles or shorter) to the College. Students outside the commuting distance may take their exams either on campus or in a proctored setting. Students taking a proctored exam off campus must 1) present to the proctor an official government-issued photo identification or College-issued official student identification card; 2) complete the proctored exam within 24 hours of the predetermined examination period.

E.09) Maintenance of digital student portfolios to compare work across courses and examinations. The portfolios would be periodically reviewed by the Program Director to assess whether there are suspicious inconsistencies in submission style, quality, or content.

E.10) Program-wide convening event including face-to-face instructional and assessment activities. Students are required to attend a face-to-face event where traditional classroom approaches to identity verification can be applied.

E.11) Guideline for Exam Proctoring

E.11.01) The following is a list of eligible proctors:

- Any service providers and individuals pre-approved by the College’s administration for administering proctored exams
- An administrator or full-time faculty member of a regionally accredited institution of higher education
- A senior administrator (Principal or Assistant Principal) within a K-12 school system
- A head librarian of a public library
- An administrator of a professional testing center
- A commissioned military officer (for military personnel located outside of the United States)

E.11.02) Anyone with a potential conflict of interest to a student is not eligible to be a proctor for the student’s exams, such as co-workers, personal friends, relatives, tutors, neighbors, and student advisors.

E.11.03) Instructors and students should follow operating procedures established by the College administration for administering proctored exams.
F. Guideline for Faculty Development and Support

F.01) Instructors who teach online courses are expected to participate in the College’s ongoing online teaching faculty development program that covers functions and uses of the learning management system; design, development, delivery, and maintenance of online courses; and other essential quality attributes of online teaching. Instructors are encouraged to consult with the College’s online education support staff whenever questions arise.

H. Guideline for Students

H.01) Technology Requirements and Access

Students are expected to ensure the equipment (including both hardware and software) is in good working order, prior to the start of an online course. The following are recommended technology requirements for online students.

Hardware Requirements

- A relatively new computer (PC or Macintosh, less than three years old).
- High speed Internet connection (cable modem, DSL, LAN, etc.)

Note: A mobile device may be used as a supplemental device to the computer, rather than a full substitute, for completing the requirements of online courses.

Software Requirements

- A Blackboard account (provided)
- A College computer account (provided)
- Productivity software (e.g., Microsoft Office, Google Drive, Apple iWork)
- A Web browser compatible with the Blackboard system (e.g., Internet Explorer, Firefox)
- Relevant plug-ins (e.g., Flash player, QuickTime Player)

H.02) Technical Support

The College provides technical support for all students to complete their online courses and programs, in areas such as email, learning management system, and general computer problems. All students have access to the Help Desk support and various online technical support resources.

Note: Given the variety of hardware manufacturers and versions of hardware, the College cannot offer technical support for hardware related problems. Students are advised to purchase a sufficient warranty plan for coverage of hardware issues.
H.03) Student Training on the Learning Management System

Prior to enrolling in an online course for the first time, students are expected to complete a short training session to learn relevant major features of the learning management system and to test the computer equipment and Internet connection needed to access the system.

I. Guideline Concerning Compensation for Completion of Professional Development Programs

I.01) Instructors may receive compensation from professional development programs on online teaching.

I.02) CUNY School of Professional Studies (CUNY SPS) offers each instructor a stipend after the instructor completes all the requirements of its professional development program on online teaching.

I.03) John Jay College offers each instructor a stipend after the instructor completes the requirements of the College’s faculty development program on online teaching, with a focus on the principles and best practices for the design, development, and implementation of online courses.
Appendix D. Middle States Commission on Higher Education: Credit Hour Policy (08/23/2012)
Credit Hour Policy
Effective August 23, 2012

Context
The Middle States Commission on Higher Education expects all candidate and accredited institutions to demonstrate that they use acceptable and consistent methods for assigning credit hours to all courses and programs of study. The credit hour is defined by the U.S. Department of Education as a basic institutional measure of the level of instruction and academic rigor that establishes eligibility for federal funding.¹ Both within and between institutions, consistency in credit hour determinations has implications for the transferability of credit and for demonstrating that all courses and programs—regardless of teaching and learning formats or delivery mode—are of sufficient academic rigor, content, and depth.

The purpose of this document is to guide institutions in assigning credit hours in ways that are consistent with U.S. Department of Education credit hour regulations and that allow for flexibility.

Definition
The U.S. Department of Education defines “credit hour” as:

“…An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,

(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

¹ U.S. Department of Education Office of Post-Secondary Education, “Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regulations Published on October 29, 2010.” This policy also reflects regulations specified in 34 CFR §600.2, §602.24 and §668.8
The U.S. Department of Education establishes the credit hour as the basis for measuring an institution’s eligibility for federal funding. The Carnegie unit, represented in point (1) above, has served as the traditional unit of measure, but the Department also recognizes that institutions are developing other measures of educational content and credit equivalency. The purpose of the credit hour policy is to ensure that credit hour measures are reasonably equivalent regardless of how institutions award credit hours to courses and programs in various modes of instruction and teaching and learning formats.

Policy
The Commission recognizes that institutions may use one or both of the options identified in the definition of credit hours when assigning credit hours.

Institutions must provide the following information to the Commission’s evaluators at appropriate points of accreditation review so they can verify compliance with the credit hour regulations:

1. Written policies and procedures used to assign credit hours;
2. Analyses demonstrating that these policies and procedures are consistently applied across programs and courses, regardless of delivery mode or teaching/learning format;
3. A selection of course syllabi that are representative of courses in all programs, teaching and learning formats, and modes of delivery.
4. An explanation of how the institution’s assignment of credit hours conforms to commonly accepted standards of higher education.

The Commission must take appropriate action if evaluators find deficiencies as part of their review processes. If the Commission concludes that there is evidence of systematic non-compliance with the credit hour policy, it is obligated to notify the U.S. Department of Education.

Procedures
Further details regarding the procedures to be used by institutions and Commission evaluators with regard to verifying compliance with this policy can be found in the document Credit Hour Procedures for Evaluation.

Version 8/23/12
Appendix E. CUNY Intellectual property policy
CUNY INTELLECTUAL PROPERTY POLICY

Policy or Procedure Description:
HR.039 provides the City University of New York’s intellectual property policy.

Related Links, Documents and Forms:
http://policy.cuny.edu/text/toc/mgp/6/3/

Contact:
CUNY INTELLECTUAL PROPERTY POLICY

6.3 Intellectual Property

The following policy regarding ownership, management and distribution rights associated with intellectual property created or developed by members of The City University of New York community is adopted by the University Board of Trustees. (BTM,2002,11-18,005, B)

6.3.1 Purpose

The purpose of this policy is to (BTM,2002,11-18,005, B):

a) Serve the public good by promoting and facilitating the dissemination of the products of research, authorship and invention by the University community
b) Recognize and encourage research, authorship and invention by the University community by providing for the sharing of tangible rewards resulting from the commercialization of such research, authorship and invention
c) Define the ownership, distribution and commercialization rights associated with the products of research, authorship and invention by the University community, and to define the policies and procedures for managing such products

6.3.2 Definitions

6.3.2.1 Chancellor

The "Chancellor" means the Chancellor of the University or his or her designee. (BTM,2002,11-18,005, B)

6.3.2.2 College

"College" means a "senior college" or "community college" of the University, or a component thereof, as such terms are defined in the New York Education Law. (BTM,2002,11-18,005, B)

6.3.2.3 Commissioned Work

"Commissioned Work" means work commissioned by the University in writing from a member of the University, outside the scope of his or her employment. (BTM,2002,11-18,005, B)

6.3.2.4 Copyrightable Work

"Copyrightable Work" means an original work of authorship including any scholarly or pedagogical work that has been fixed in any tangible medium of expression from which it can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device, and may include, but is not limited to, books, journals, musical works, dramatic works, multimedia products, computer programs or codes, videos, films, sound recordings, pictorial and graphical works and sculpture. (BTM,2002,11-18,005, B)
6.3.2.5 Creator

"Creator" means a member of the University whose creative activity results in the development of intellectual property. As used in this policy, the term "Creator" also includes groups of researchers, authors or inventors whose joint efforts produce intellectual property. (BTM,2002,11-18,005, B)

6.3.2.6 Designated Individual

"Designated Official" means the College officer who has been appointed by the College President to be in charge of intellectual property matters. (BTM,2002,11-18,005, B)

6.3.2.7 Intellectual Property

"Intellectual Property" means all forms of intellectual property, including but not limited to inventions, copyrightable works, trade secrets and know-how, and tangible research property, but excluding trademarks. (BTM,2002,11-18,005, B)

6.3.2.8 Invention

"Invention" means a process, method, machine, manufacture, discovery, device, plant, composition of matter or other invention that reasonably appears to qualify for protection under the United States patent law, whether or not actually patentable. "Invention" shall also include computer programs and codes, but only to the extent they are patentable. (BTM,2002,11-18,005, B)

6.3.2.9 Member of The University

"Member of the University" means a full-time or part-time faculty member, staff member, or graduate student engaged in faculty-directed research, whether paid or unpaid, or an individual compensated by grant funds made available to the University by or through the Research Foundation. Any other person who develops intellectual property while making extraordinary use of University resources shall also be deemed a "Member of the University," unless there is an agreement providing that such person shall not be subject to this policy. (BTM,2002,11-18,005, B)

6.3.2.10 Office of the General Counsel (OGC)

"Office of the General Counsel" means the Office of the General Counsel and Vice Chancellor for Legal Affairs. (BTM,2002,11-18,005, B)

6.3.2.11 Research Foundation

"Research Foundation" the Research Foundation of the City University of New York. (BTM,2002,11-18,005, B)
6.3.2.12 Scholarly or Pedagogical Works

"Scholarly or Pedagogical Works" means copyrightable works created for traditional academic purposes. Examples include scholarly books (including text books), instructional materials including lecture notes, classroom presentations, research articles, research monographs, student theses and dissertations, novels, poems, films, videos, musical compositions and performances, dramatic works and performances, visual works of art including paintings, drawings, sculpture, installations and performance art, and other scholarly publications or works of artistic imagination, whether such works are disseminated in print, electronically or through some other tangible medium. (BTM,2002,11-18,005, B)

6.3.2.13 Significant Interest

As used herein, significant interest shall include (BTM,2002,11-18,005, B):

a) The positions of director, officer, partner, employee, or agent, or other managerial position
b) Anything of monetary value, including but not limited to, salary or other payments for services (e.g., consulting fees or honoraria), equity interest (e.g., stock, stock options or other ownership interests), and intellectual property rights and royalties from such rights

The term does not include (BTM,2002,11-18,005, B):

a) Income from seminars, lectures or teaching engagements sponsored by public or nonprofit entities
b) Income from service on advisory committees or review panels for public or nonprofit entities
c) Financial interests in business enterprises or entities that, when aggregated for the member and the member's spouse and dependent children, meet both of the following tests (BTM,2002,11-18,005, B):
   (i) Do not exceed $10,000 per year in value, as determined through reference to public prices or other reasonable measures of fair market value
   (ii) Do not represent more than a five percent ownership interest in any single enterprise or entity
d) Salary, royalties or other continuing payments that, when aggregated for the member and the member's spouse and dependent children, are not expected to exceed $10,000 per year in value

6.3.2.14 Sponsor

"Sponsor" means an organization, agency, or individual, providing funding, equipment, or other support, for the University—directly or through the Research Foundation—to carry out a specified project in research, training, or public service, pursuant to a written agreement (Sponsored Research as discussed in this policy). Sponsors include Federal, State, local and other governmental entities, as well as private industry, individuals, educational institutions and private foundations. (BTM,2002,11-18,005, B)
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6.3.2.15 Substantial Use of University Resources

"Substantial Use of University Resources" shall mean un-reimbursed use of university resources at a level not ordinarily used by, or available to, all or virtually all, faculty, staff or graduate students, as the case may be. Ordinarily, available university resources include (BTM,2002,11-18,005, B):

a) Assigned office, laboratory, and studio space
b) Standard office, laboratory and studio equipment
c) Office computer workstations
d) Library and other general use information resources and the means of network access to such resources

The University does not construe the payment of salary in the form of release time or sabbatical leaves as constituting substantial use of university resources, except in those situations where the release time or sabbatical is granted specifically to support the development of commissioned work. The use of ordinarily available university resources for private, commercial purposes is considered substantial use. (BTM,2002,11-18,005, B)

6.3.2.16 Tangible Research Property

"Tangible Research Property" means tangible items produced in the course of research—including, but not limited to (BTM,2002,11-18,005, B):

a) Biological materials
b) Research notes and reports
c) Laboratory notebooks
d) Computer databases and software
e) Circuit chips
f) Equipment
g) Engineering drawings

6.3.2.17 Trade Secrets and Know-How

"Trade Secrets and Know-How" means facts, information, data, designs, business plans, customer lists, and other secret knowledge, that give the owner a competitive edge. (BTM,2002,11-18,005, B)

6.3.2.18 Trademark

"Trademark" means a distinctive word, design or graphic symbol, or combination of the same, that distinguishes and identifies the goods and services of one party from those of another. The term "Trademark" shall include service marks. (BTM,2002,11-18,005, B)
6.3.2.19 University

"University" means The City University of New York. (BTM,2002,11-18,005, B)

6.3.2.20 University Resources

"University Resources" means any resources available to a member of the University as a direct result of his or her affiliation with the University and which would not otherwise be available to a non-University-affiliated individual, including but not limited to (BTM,2002,11-18,005, B):

a) Funds and financial support
b) Facilities
c) Equipment
d) Supplies
e) Services
f) Non-faculty University personnel
g) Students
h) Release time and sabbaticals

6.3.3 Applicability

This policy shall apply to all forms of intellectual property created or developed, in whole or in part, by members of the University (BTM,2002,11-18,005, B):

a) Making substantial use of university resources
b) As a direct result of University duties
c) Pursuant to the terms of an agreement to which the University is a party
d) In the course of, or related, to activities on grants or contracts administered by the Research Foundation

6.3.4 Ownership Of Intellectual Property

6.3.4.1 General Rule

a) The Creator shall own all rights in copyrightable works. (BTM,2002,11-18,005, B)
b) The University shall own all rights in other intellectual property. (BTM,2002,11-18,005, B)

6.3.4.2 Sponsored Research

Ownership of intellectual property resulting from sponsored research shall be determined pursuant to the terms of the agreement between the University or the Research Foundation, as the case may be, and the sponsor, or as otherwise required by applicable law. If ownership is not defined in the agreement, intellectual property shall be owned pursuant to the general rule. (BTM,2002,11-18,005, B)
6.3.4.3 Commissioned Work

The University shall normally own intellectual property resulting from commissioned work. In all cases of commissioned work, ownership and royalty rights shall be specified in a written agreement, a copy of which shall be submitted to the OGC for review and approval as to form. Any such agreement that provides for ownership by other than the University shall also provide the University with a royalty-free, non-exclusive license to use the intellectual property for internal educational and research purposes. (BTM,2002,11-18,005, B)

6.3.4.4 Copyrightable Work Created Within the Scope of Employment

Copyrightable work, other than scholarly or pedagogical work, prepared by an employee of the University or the Research Foundation within the scope of his or her employment, shall be owned by the University or the Research Foundation, as the case may be. Examples of copyrightable work subject to this provision include, without limitation (BTM,2002,11-18,005, B):

a) Personnel manuals
b) Written policies
c) Administrative handbooks
d) Public relations materials
e) Archival audio and video recordings of College events
f) Official college and University web pages

6.3.4.5 Electronically Published Course Materials

Courses designed to be delivered over the internet, by computer, or through similar technologies, may involve both copyrightable works and other intellectual property. Consistent with its intent to recognize the creator as the owner of scholarly or pedagogical works, the University claims no ownership rights in either the intellectual content of such courses, or the tools and technologies used to present them, unless the work was the result of sponsored research or is commissioned work. (BTM,2002,11-18,005, B)

6.3.4.6 Negotiated Agreements

A member of the University who wishes to conduct work making substantial use of university resources under terms different from those set forth in the General Rule above, may enter into an agreement for the use of such resources with the college(s) where such work shall be conducted. Such agreement shall be negotiated by the president(s) of the college(s) with the advice of the OGC, and must be approved by the Chancellor. The agreement shall specify who shall own any intellectual property resulting from such work, any arrangement as to equity-sharing, royalty-sharing, and/or the amount of the fee, if any, to be paid for use of the University resources. (BTM,2002,11-18,005, B)

6.3.4.7 University Media

Copyrightable work prepared for publication in official University and college media, such as television and radio stations, newspapers, magazines and journals, shall be owned pursuant to the
individual policies of such media or as defined in their contracts with creators. In the absence of a policy or contract, copyright shall be owned by the University. (BTM.2002.11-18.005. B)

6.3.4.8 Creator's Non-Commercial Use

Where the University owns the intellectual property under this policy, the creator is permitted to continue to use the work for his or her own non-commercial purposes. Any distribution by the creator to academic colleagues outside the University beyond the limits of "fair use", as defined in Section 107 of the Copyright Act of 1976, shall be permitted pursuant to written agreement from the University through the Chancellor or designated individual at each college. (BTM.2002.11-18.005. B)

6.3.5 Administration of this Policy

Authority and responsibility for this policy shall reside with the Chancellor. The Chancellor may seek the advice and assistance of the Intellectual Property Committee. The responsibility for administration of the policy at the college level is delegated to the designated individual at each college. (BTM.2002.11-18.005. B)

6.3.6 Management of Intellectual Property

This provision does not apply to commissioned work or copyrightable work created within the scope of employment, or to negotiated agreements to the extent that this provision conflicts with the terms of the negotiated agreement. (BTM.2002.11-18.005. B)

6.3.6.1 Disclosure of Intellectual Property

Creators shall disclose to the Chancellor any intellectual property that is owned by the University under this policy, including improvements and reductions to practice and intellectual property created under sponsored research. (BTM.2002.11-18.005. B)

Disclosure shall be made prior to submission of the intellectual property for publication, other release to the public domain, or attempt to license, distribute or manufacture the intellectual property commercially. (BTM.2002.11-18.005. B)

Where more than one member of the University has participated in the creation of intellectual property, all participants must sign the disclosure notice. (BTM.2002.11-18.005. B)

6.3.6.2 Determination of Ownership Rights

The Chancellor shall determine whether the University has reason to exercise ownership rights over intellectual property disclosed to it and, if the University has such rights, whether it desires to obtain protection for or pursue licensing of such intellectual property. (BTM.2002.11-18.005. B)

The Chancellor shall promptly notify the creator of his or her determination to disclaim or assert ownership of the intellectual property. (BTM.2002.11-18.005. B)
The University shall make every reasonable effort to act expeditiously under the circumstances in arriving at all decisions and taking all actions under this policy. (BTM,2002,11-18,005, B)

### 6.3.6.3 Legal Protection and Commercialization

Intellectual property determined by the Chancellor to be owned by the University may be patented, registered with the U.S. Copyright Office or otherwise legally protected by the University. (BTM,2002,11-18,005, B)

The creator of such intellectual property shall cooperate with the University in the application for legal protection of the intellectual property, including executing appropriate assignments, declarations and/or other documents required to set forth effectively the ownership and rights to the intellectual property pursuant to this policy. In the event of any dispute between the creator and the University, the creator's obligations under this provision shall be without prejudice to the creator's rights regarding resolution of disputes. (BTM,2002,11-18,005, B)

All costs involved in obtaining and maintaining legal protection of University-owned intellectual property shall be borne by the University unless the University disclaims, releases, or waives, its ownership rights or unless a licensee accepted by the creator agrees to bear such costs pursuant to the terms of a written license agreement. (BTM,2002,11-18,005, B)

The creator has primary responsibility for identifying parties having an interest in using, developing or commercializing University-owned intellectual property. (BTM,2002,11-18,005, B)

The Chancellor shall regularly inform the creator of the progress of the University's protection efforts and licensing of University-owned intellectual property disclosed by such creator. (BTM,2002,11-18,005, B)

### 6.3.6.4 Request for Release

The creator may request assignment to the creator of some or all of the University's rights in intellectual property (a "release") under the following circumstances (BTM,2002,11-18,005, B):

a) If the University notifies the creator that it elects not to protect or commercialize University-owned intellectual property, or that it has decided to abandon protection or commercialization. (BTM,2002,11-18,005, B)

b) If, within ninety calendar days of disclosure to the Chancellor, the creator has not received notice from the Chancellor that the University (BTM,2002,11-18,005, B):

(i) Disclaims ownership of the intellectual property

(ii) Has taken steps to protect or commercialize University-owned intellectual property

Such request shall disclose the date of any publication of the intellectual property. (BTM,2002,11-18,005, B)
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6.3.6.5 Release or Proof of Continuing Effort

Within thirty calendar days of the date of a request from a creator for a release, the University shall take one of the following actions:

a) Disclaim ownership of the intellectual property. (BTM,2002,11-18,005, B)

b) Execute a release. (BTM,2002,11-18,005, B)

c) Document that the University has exercised and continues to exercise due diligence in attempting to protect or commercialize the intellectual property. (BTM,2002,11-18,005, B)

6.3.6.6 Form of Release

The University may condition the granting of a release on the assignment to the University of a share, not to exceed ten percent, of net proceeds. For purposes of this section, "net proceeds" shall mean earnings to the creator from the intellectual property over and beyond reasonable costs incurred in the process of legal protection and management. The University shall retain a royalty-free, non-exclusive license to use any intellectual property released to the creator under this policy for internal educational and research purposes. Pursuant to federal regulations, the U.S. government shall also retain certain rights. (BTM,2002,11-18,005, B)

6.3.6.7 University Waiver

The University shall be deemed to have waived its rights in the intellectual property if it fails to either (BTM,2002,11-18,005, B):

a) Meet the deadline specified in this policy, or a mutually agreeable extended time period

b) In the case of a patentable invention, file a patent application within ninety calendar days of the date of publication as set forth in this policy

6.3.6.8 Creator's Right to Protect

If the University disclaims, releases, or waives ownership of intellectual property, the creator shall have the right to obtain protection for, or pursue licensing of, such intellectual property in his or her own name and at his or her own cost. (BTM,2002,11-18,005, B)

6.3.6.9 Intellectual Property Committee.

An Intellectual Property Committee shall be established to advise the Chancellor on disclosures made to him or her, to make recommendations for updates and changes to this policy, and to consider such other matters as may be described in this policy or may be referred to the Committee by the Chancellor. (BTM,2002,11-18,005, B)

The Intellectual Property Committee shall consist of at least nine members. The Executive Vice Chancellor for Academic Affairs—who shall serve as chair of the Committee—and the President of the Research Foundation or designee, shall be members. The Chair of the University Faculty Senate, or a person designated by the Chair, shall select the remaining members of the Committee, taking into account the recommendations of the Chancellor. Membership of the Committee shall, insofar as possible, consist of individuals who have generated copyrighted or
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6.3.6.10 Sponsored Research Requirements

The Research Foundation shall monitor disclosure and reporting requirements and other obligations to sponsors regarding University-owned intellectual property developed under a sponsored research agreement or grant—including, but not limited to, obligations to the U.S. government. (BTM,2002,11-18,005, B)

6.3.6.11 Management Organizations

The University may make an agreement with one or more intellectual property management organizations to undertake the legal protection and/or, with the permission of the creator, commercialization activities, described in this policy. Any such management organization shall be required to abide by the time limits set forth in this policy. (BTM,2002,11-18,005, B)

6.3.7 Distribution of Income from Intellectual Property

A creator of University-owned intellectual property is entitled to share in the income, including royalties, equity interests—subject to any University conflict of interest policy—and dividends, earned from the commercialization of that intellectual property. (BTM,2002,11-18,005, B)

Subject to the terms of any sponsored research agreement and unless otherwise agreed by the University and the creator, gross income created from commercialization of University-owned intellectual property shall be distributed as follows (BTM,2002,11-18,005, B):

a) First, to pay for any out-of-pocket expenses incurred by the University or the Research Foundation in connection with the administration, protection and commercialization of such intellectual property, including, but not limited to, fees paid to outside legal, consulting, marketing and licensing organizations and any other out-of-pocket costs incurred by the University or the Research Foundation. (BTM,2002,11-18,005, B)

b) Then, ten percent applied to a fund at the University for payment of costs related to patent filing, prosecution and maintenance fees. (BTM,2002,11-18,005, B)

c) The resulting "net proceeds" shall be distributed as follows (BTM,2002,11-18,005, B):
(i) Fifty percent to the creator. (BTM,2002,11-18,005, B)
(ii) Twenty-five percent to the University for the support of research and scholarly activity. (BTM,2002,11-18,005, B)
(iii) Twenty-five percent to the creator's College(s), with Fifty percent of such amount going to the creator's academic or research unit(s) for the support of research and scholarly activity. (BTM,2002,11-18,005, B)

Where two or more members of the University contributed to the creation of intellectual property, the creators' shares of revenues shall be divided among them equally, unless the members of the University agree upon a different distribution among themselves and notify the University in writing of their agreement. (BTM,2002,11-18,005, B)

6.3.8 Issues Relating to Ownership of Equity and Conflict of Interest

6.3.8.1 University's Equity Interest

Subject to the review and approval of the Chancellor, and after a diligent effort to identify prospective sponsors or licensees, the University is permitted to take an equity interest in sponsors or licensee companies under the following terms and conditions (BTM,2002,11-18,005, B):

a) Sponsors and licensees shall demonstrate management and technical capability and have the financial resources necessary to meet their development objectives and their obligations to the University. (BTM,2002,11-18,005, B)
b) License agreements shall include measures of performance that must be met in order to maintain the license granted by the University. (BTM,2002,11-18,005, B)
c) Equity shall not be held in an amount sufficient to confer management power, which generally would limit ownership to less than twenty percent of equity. (BTM,2002,11-18,005, B)
d) Equity shall represent a fair valuation for the intellectual property. (BTM,2002,11-18,005, B)
e) The University shall not accept a position on the board of directors of a licensee, but may accept and exercise observer rights on such boards. Exceptions to this policy require the approval of the Chancellor. (BTM,2002,11-18,005, B)
f) Licensees shall pay for out-of-pocket patenting and related expenses. (BTM,2002,11-18,005, B)

6.3.8.2 Member's Significant Interest

Conflicts of interest may arise when a member of the University has a significant interest in an entity (BTM,2002,11-18,005, B):

a) To which the University has granted a license of intellectual property created by the member
b) With whom the University has entered into a sponsored research agreement
c) That has contracted with the University for use of the member's University office or laboratory or other university resources
d) That employs or otherwise involves the member's student advisees
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A member of the University with a significant interest in an entity as described in this policy shall (BTM.2002.11-18.005. B):

a) Disclose the significant interest to the University prior to the execution of any agreement between the entity and the University
b) Not represent the University in negotiating the agreement
c) Not employ or otherwise involve such member's student advisees at the entity unless they are paid at market rate

A member's significant interest in a licensee shall not prohibit the member from receiving creator's royalties pursuant to this policy. (BTM.2002.11-18.005. B)

Nothing in this Section shall lessen the obligation of a member to comply with the requirements of state and federal law, the Research Foundation and any other University policy, regarding the disclosure of conflicts of interest. (BTM.2002.11-18.005. B)

6.3.8.3 Consulting Agreements

Conflicts involving intellectual property may arise when a member of the University enters into a personal consulting or other agreement with a third party. Such agreements may include provisions as to the licensing or assignment of intellectual property and may come into conflict with this policy. Prior to signing any consulting or other agreement that deals with intellectual property owned by the University pursuant to this policy, a member of the University shall have the agreement reviewed by the Chancellor to be certain such agreement does not inappropriately assign University rights to third parties. If the agreement is in conflict with this policy, the Member must either obtain from the Chancellor a waiver of any University rights, or otherwise modify the consulting agreement to conform to this policy. This requirement is in addition to, and does not eliminate the necessity for, any approval required by any University conflict of interest policy. (BTM.2002.11-18.005. B)

6.3.9 Exceptions to and Waiver of Policy

Any member of the University is entitled to request an exception or waiver to the provisions of this policy, including in the event that a publisher or other outside organization proposes terms that are exceptions to this policy. (BTM.2002.11-18.005. B)

A member of the University wanting an exception or waiver shall, in the first instance, send a written request to the Chancellor, who shall circulate the request to the member's College President, the University Dean for Research and the President of the Research Foundation. If these three individuals agree, the Chancellor shall notify the member that the request is granted. (BTM.2002.11-18.005. B)

In the event that a request for exception or waiver is not granted, the member of the University shall have the right to appear, accompanied by representatives of such individual's choice, before the Intellectual Property Committee for further consideration of the request. This hearing shall occur no later than thirty calendar days from the date of the request for such hearing. The Intellectual Property Committee shall prepare a report of its findings and submit an advisory recommendation to the Chancellor for review within thirty calendar days of the hearing. The decision of the Chancellor on
the findings and recommendations of the Intellectual Property Committee shall be rendered within thirty calendar days and shall be final. (BTM,2002,11-18,005, _B)

Parties to the process described in this policy—including, without limitation, the University Dean for Research, the College President(s), the President of the Research Foundation, the Chancellor, and the members of the Intellectual Property Committee—shall maintain the confidentiality of any intellectual property contained in documents submitted as part of this process. (BTM,2002,11-18,005, _B)

6.3.10 Resolution of Disputes

This policy constitutes an understanding that is binding on the University and members of the University for the use of university resources and for participating in research programs at the University. Any questions of interpretation or claims arising out of or relating to this policy, or dispute as to ownership rights of intellectual property under this policy, shall be settled by the following procedure. The issue must first be submitted in the form of a letter setting forth the grievance or issue to be resolved, to a review panel of five members, including a representative of the creator, and designees of the Executive Vice Chancellor for Academic Affairs, the President of the Research Foundation, the Chair of the Faculty Advisory Council of the Research Foundation, and the Provost of the creator's College. The panel shall review the matter and then advise the parties of its decision within 30 calendar days of submission of the letter. The decision of the panel may be appealed by either side to the Chancellor. The decision of the Chancellor shall be final. (BTM,2002,11-18,005, _B)

6.3.11 Trademarks

The University owns all right, title and interest in trademarks related to an item of intellectual property owned by the University, or to a program of education, service, public relations, research or training program of the University. (BTM,2002,11-18,005, _B)

6.3.12 Role of the Research Foundation

The University hereby assigns its ownership rights in inventions resulting from sponsored research to the Research Foundation. The Research Foundation may file patent applications, as named assignee, for such inventions, subject to the terms of this policy, including the distribution provisions set forth in this policy with respect to income earned from the commercialization of such inventions. Furthermore, nothing in this policy shall prevent the Chancellor from appointing the Research Foundation as the Chancellor's designee for performance of the functions assigned to the University in general or to the Chancellor in particular, or to retain distribution of income from commercialization of intellectual property. (BTM,2002,11-18,005, _B)

6.3.13 Effective Date

This policy is effective from the date of approval by the University Board of Trustees with respect to intellectual property created after that date and shall remain in effect until modified or revoked. (BTM,2002,11-18,005, _B)
NEW GRADUATE COURSE PROPOSAL FORM

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form with a syllabus and bibliography must be attached as one file and sent by email to jcarrington@jjay.cuny.edu.

1. a. **Program** proposing this course: Forensic Science  
   
   b. **Date** submitted to the Office of Graduate Studies: April 3, 2013 
   
   c. **Name** and contact information of the proposer(s): Prof. Thomas A. Kubic, -8891, thom.kubic@verizon.net 

2. a. **Title of the course:** Advanced Topics in Physical Evidence  
   
   b. **Abbreviated title** (not more than 20 characters including spaces, to appear on students transcripts and in SIMS): Adv. Phy. Evidence 

3. a. **Course Description as it is to appear in the bulletin:** (This should be clear and informative; no more than 75 words). This course describes a number of advanced chemical analysis methods and how they are employed in the modern forensic laboratory. Electron microscopy, X-ray systems, Pyrolysis, and microscopical techniques will be covered. Lectures, student presentations and library research will be included. 

   b. **Course Prerequisites:** FOS 710, FOS 711, FOS 721, FOS 722 
   
   c. **Number of:**  
      I. Class hours 30 plus conferences  
      II. Lab hours 0  
      III. Credits 3 

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

   Yes ___ X ___ No ______ 

   If yes, please provide the following:  
   I. Semester(s) and Year(s): Prior the implementation of the new MS FOS curriculum in 2008 
   II. Teacher(s): Prof. Thomas A. Kubic 
   III. Enrollment(s): Greater than 12 
   IV. Prerequisite(s): courses equivalent to existing FOS 710, FOS 711, FOS 721, FOS 722 

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

   **The purpose of this course is to introduce the student to the use of advanced instrumental techniques for the analyses of physical evidence of forensic import. The application of advanced chemical techniques covered in this class will enhance opportunities for graduates of John Jay’s program to obtain employment in forensic laboratories as well as in modern industrial**
laboratories. In addition, students will become familiar with the analytical techniques employed for the successful analyses of transfer evidence. There is an increased demand for students who are well versed in these techniques.

6. **Course Learning Objectives:**
   a. **Knowledge Objectives:** (What do you expect students to know after taking this course?)

   The student after successful completion of this class will understand the use and operation of diverse and specialized types of advanced chemical instrumentation and their application to complex forensic samples. The student will also be able to choose the proper techniques to successfully analyze variable materials. Qualitative methods will be covered and quantitative analyses will be stressed.

   b. **Performance Objectives:** (What do you expect students to be able to do after taking this course? e.g. data presentation, assessments, research …).

   Students will be better prepared to enter either a forensic science or an industrial chemistry laboratories. They will be cognizant of the tools and techniques necessary to interpret chemical data properly. The student will be better prepared to perform advanced analyses or research.

   c. **Assessment:**

   How will students demonstrate that they have achieved the objectives of the course?

   The success of the student in mastering the learning objectives will assessed by the student’s performance on examinations, oral class presentations, class participation, and the submitted term paper. The term paper will be assessed 75% on content and 25% on writing proficiency. The student’s ability to prepare and present a 15 minute oral presentation to his classmates on an assigned technical topic will be evaluated. Organization, completeness, delivery and use of visual aids will be judged.

7. **Proposed texts and supplementary readings:** (ISBN Number is required).


   Supplementary:

8. **Library resources for this course:** Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

   **Dr. L. Sullivan during the Spring 2012 semester.**

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

   a. **Databases**
No additional data bases needed.

b. Books, Journals and e Journals

Library has sufficient books and journals to support this course.


10. Identify recommended additional library resources

   No additional library resources are required.

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

   None required therefore no additional cost.

12. Please list any specific bibliographic indices/databases to which students will be directed for this course.
    (Please check the list of databases licensed by the library before answering this question).

   No ___X_______ Yes ____________. If yes, please include the names.

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

   Yes ___X_______ No ________________ (If no, what resources will be needed? With whom have these resource needs been discussed?)

14. Proposed instructors:

   Dr. Thomas A. Kubic

15. Other resources needed to offer this course:

    Smart classroom equipped with a video projector and on a few occasions the ability to project VHS, CD, and DVD recorded information and presentations.

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

    No conflict with existing classes is anticipated.

17. Syllabus
Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at: http://www.jjay.cuny.edu/JJC_Form_GS_001_9April2011.pdf

Separate syllabus appended.

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. [If this course has been taught on an experimental basis, an actual syllabus may be attached.]

18. **Date of Approval by the Program:** Approved by MS FOS core faculty on March 12, 2013.

19. **Date of Approval by the Committee on Graduate Studies:** April 17, 2013.

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**Course Syllabus – FOS 7XX**

FOS 7XX (Formerly 2007) FOS 808-01
Thomas Kubic, MS, JD, Ph.D.
Advanced Topics in Physical Evidence Ext. 8891 Dept Ext. 8892

Revised Fall 2011
Form GS.001.9
Office of Graduate Studies
Thursday 4:15 to 6:15 PM     E mail thom.kubic@verizon.net
Office Room - 5.06.09     Office Tues. 3:00 to 5 PM
Thurs. Before 4:15 Class

Learning Objectives

The purpose of this course is to introduce the student to the use of advanced instrumental techniques for the analyses of physical evidence materials of forensic import. The course includes lectures and problem sessions. At the conclusion of the course the successful student will understand the use and operation of certain types of advanced chemical instrumentation and their application to certain forensic samples. The student will also be able to choose the proper techniques to successfully analyze these materials. Qualitative methods will be covered and quantitative analysis will be stressed.

Evidence types to be covered are glass, paints, fibers, metals, gun shot residues, and inorganic materials. Careful calibration, which is necessary for quality analysis will be stressed. Ethical concerns over interpretation and report generation will be covered.

Students will be required to submit a paper and make an oral presentation.

Grading will be based on the written and oral assignments, an examination and class participation.

Examination(s)       60%    Final and possible quizzes or Midterm
Term Paper           20%
Oral Presentation    10%
Class Participation  10%

Outcomes Assessment:

The success of the student in mastering the learning objectives will be assessed by the student=s performance on examinations, oral class presentations, class participation and the submitted term paper. A forensic scientist is required to communicate clearly and precisely both orally and in writing. The student’s ability to write a technically and grammatically correct report will be evaluated on his ability to render a complete and correct term paper on a technical subject. The term paper will be assessed 75% on content and 25% of writing proficiency. The student=s ability to prepare a 15 minute oral presentation and deliver it to his classmates on an assigned technical topic will be evaluated. Organization, completeness, delivery and use of visual aids will be judged.

Textbook:


Additional assigned reading from Photocopied handouts.

Bibliography:


Infrared Micro-spectroscopy (1st or 2nd Ed) Messerschmidt and Harthcock Marcell Dekker


Forensic Examination of Glass and Paint, ed. B. Cuddy, (2001) Taylor Francis


Forensic Examination of Fibres. 2nd ED., J. Robertson and Michael Grieve  CRC Press


Forensic Analyses, Weighing Bullet Lead Evidence, National Research Council, (2001)


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 or responsibility for plagiarism.

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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. (From John Jay College of Criminal Justice Undergraduate Bulletin p.89)

Examples are:

Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to the proper source.

Presenting another’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 or laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts thereof. Paraphrasing or copying information from the Internet without citing the source (including Power Point Presentations) and cutting and pasting without proper attribution is prohibited.

Requirements for Establishing Quality Communication Skills:

Graduate Students should establish quality communication skills. To assist them in this course their skills will be assessed in three ways. The first is their clear oral communication skills evidenced during the student’s class presentation. The second is in their essay answers in all exams and quizzes if given. In addition legibility counts. Thirdly, the student’s writing ability will be assessed by evaluating the quality of the term paper. A forensic scientist is required to communicate clearly and precisely both orally and in writing. The student’s ability to write a technically and grammatically correct report will be evaluated on his ability to render a complete and correct term paper on a technical subject.

** Topic Outline **

Weekly schedule is not set in stone use this as a guideline. It may be modified as we go.

There will be a week off sometime past the half semester point so that students can attend the Eastern Analytical Symposium (forensic and Microscopy Sessions) if this class is offered in the Fall. However, if the
A class is offered in the Spring term the students will be given a week off so that they can attend the American Academy of Forensic Sciences meeting.

Week   Topic                                               When Vol number and Chapter are indicated it means Saferstein

1. Course introduction, expectations, importance of microscopy in physical evidence
3. Elemental analysis methods and uses. Skoog, 6th or 5th ED Chapters on Elemental analysis, AA, GFAA, ICP, Caddy Chapt.10
5. Mass spectroscopy - atomic and molecular. Vol I Chapt. 3, Skoog ICP-MS
6. Microbeam methods. Oral presentations begin here. Vol III Chapt. 4, Caddy Chapt. 11, Caddy Sec.8.4
7. Gun-shot residue as evidence; Glass and Metals as evidence Vol I Chapt. 4, 11, Bullet Lead pp 1-117
8. Midterm
11. EAS or AAFS you need to attend forensic sessions if possible Report assigned.
12. Microspectrophotometry Vol II. pp. 187-189, also Messerschmidt and Harthcock
13. Papers due and final written examination, which should be essay format 2 hours.
14. Review of term papers and critiques additional material.
NEW GRADUATE COURSE PROPOSAL FORM

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form with a syllabus and bibliography must be attached as one file and sent by email to jcarrington@jjay.cuny.edu.

1. a. Program proposing this course: Forensic Science
   b. Date submitted to the Office of Graduate Studies: April 3, 2013
   c. Name and contact information of the proposer(s): Peter Diaczuk, pdiaz@jjay.cuny.edu

2. a. Title of the course: Forensic Examination of Firearms and Toolmarks
   b. Abbreviated title (not more than 20 characters including spaces, to appear on students transcripts and in SIMS): Forensic Firearms

3. a. Course Description as it is to appear in the bulletin: (This should be clear and informative; no more than 75 words). After a brief review of the development of firearms and ammunition, a detailed examination of the manufacture of firearms and ammunition will follow. These principles will be developed to provide a robust background for the student to understand the concepts and theoretical basis of comparison microscopy as it is used to associate fired ammunition to the firearm from which it was discharged. The same principles will also be applied to the forensic analysis of toolmarks
   b. Course Prerequisites: FOS 706 (co-requisite FOS 710)
   c. Number of:
      I. Class hours  30 plus conferences
      II. Lab hours  0
      III. Credits  3

4. Has this course been taught on an experimental basis?
   Yes ______ No _____X____

   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

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

Firearm and toolmark examination has been scrutinized and criticized recently for being non-scientific. This course will address those criticisms and will specifically include the scientific principles that should be applied to examining such evidence.
5. **Course Learning Objectives:**

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

   After taking this course the student will know the parts of a firearm that come in contact with ammunition components and how firearms are manufactured, causing them to have unique microscopic marks as a result of machining operations that can be transferred to the aforementioned ammunition components, as the firearm is cycled or discharged. The student will also know how a comparison microscope works and how it is used to associate recovered ammunition components to the responsible firearm. Just as with firearms, this course will provide the student with an understanding of how toolmarks are created and why they can be individualized to the tool that made them. To complete the association of ammunition to firearms, the student will know why gunshot residue patterns are formed and how they can be interpreted to develop an understanding of muzzle to target distance. Lastly, the student will be exposed to the fundamentals of shooting reconstruction by employing the concepts enumerated above in addition to the application of trigonometry to bullet paths.

b. **Performance Objectives:** (What do you expect students to be able to do after taking this course? e.g. data presentation, assessments, research).

   After successful completion of the course, students will be able to articulate why pattern recognition as applied to firearm and toolmark examination is a valid scientific principle.

c. **Assessment:**

   How will students demonstrate that they have achieved the objectives of the course?

   Assessments of the students will be via a combination of the following: mid-term and final examination, term paper and class participation. Students will select a term paper topic of their own choosing and will discuss the topic with the instructor before beginning research and writing. Papers should be between ten to fifteen pages long. (Examples of term paper topics are: Comparison of barrel rifling methods; metals used in Ammunition making and their effect on markings; Environmental effects on spent cartridge cases; the application of confocal microscopy to toolmarks; the effects of intermediate targets on the comparison microscopy of bullets)

6. **Proposed texts and supplementary readings: (ISBN Number is required).**


7. **Library resources for this course:** Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below. The issue of library resources was discussed with Maria Kariakova, Acquisitions Librarian. The course text is already available both as an e-book and traditionally.
8. Identify and assess the adequacy of available library resources

   a. Databases
   Existing databases are completely adequate

   b. Books, Journals and e Journals
   Existing books, journals and e-journals are completely adequate

9. Identify recommended additional library resources

   No additional library resources will be needed

10. Estimate the cost of recommended additional library resources (For new courses and programs)
     Not Applicable

11. Please list any specific bibliographic indices/databases to which students will be directed for this course.
     (Please check the list of databases licensed by the library before answering this question).

   No _____ X ______ Yes ___________. If yes, please include the names.

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

   Yes _____ X ______ No ____________ (If no, what resources will be needed? With whom have these resource
   needs been discussed?)

13. Proposed instructors: Peter Diaczuk

14. Other resources needed to offer this course:
    Projector in classroom

15. If the subject matter of the proposed course may conflict with existing or proposed courses in other
    programs, indicate action taken: Not Applicable – no conflict predicted

16. Syllabus

    Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at:

    The syllabus should include grading schemas and course policies. A class calendar with the following elements: a
    week-by-week listing of topics, readings with page numbers and all other assignments must be included.
[If this course has been taught on an experimental basis, an actual syllabus may be attached.]

17. **Date of Approval by the Program:** Approved by MS FOS core faculty on March 18, 2013

18. **Date of Approval by the Committee on Graduate Studies:** April 17, 2013

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**Course Syllabus - FOS 7XX**

Semester: Fall 2013  
FOS 7XX Forensic Examination of Firearms and Toolmarks  
Peter Dicaczuk  
Classroom: to be assigned  

Revised Fall 2011  
Form GS.001.9  
Office of Graduate Studies
Office Room # 3.77NB
Office Hours: Thursdays 1-6 PM and by appointment                           E mail pdiaczuk@jjay.cuny.edu (No phone line in office. Use Department phone x 8892)

Bibliography:


Course Description:

After a brief review of the development of firearms and ammunition, a detailed examination of the manufacture of firearms and ammunition will follow. These principles will be developed to provide a robust background for the student to understand the concepts and theoretical basis of comparison microscopy as it is used to associate fired ammunition to the firearm from which it was discharged. The same principles will also be applied to the forensic analysis of toolmarks. Grading will be based on the written and oral assignments, the examinations and class participation.

Learning Objectives: After taking this course the student will know the parts of a firearm that come in contact with ammunition components and how firearms are manufactured, causing them to have unique microscopic marks as a result of machining operations that can be transferred to the aforementioned ammunition components, as the firearm is cycled or discharged. The student will also know how a comparison microscope works and how it is used to associate recovered ammunition components to the responsible firearm. Just as with firearms, this course will provide the student with an understanding of how toolmarks are created and why they can be individualized to the tool that made them. To complete the association of ammunition to firearms, the student will know why gunshot residue patterns are formed and how they can be interpreted to develop an understanding of muzzle to target distance. Lastly, the student will be exposed to the fundamentals of shooting reconstruction by employing the concepts enumerated above in addition to the application of trigonometry to bullet paths.

Course pre-requisite: FOS 706, co-requisite: FOS 710

Policies: Students are expected to attend class and contribute to insightful discussions in a professional manner. Occasional lateness is understandable if not excessive or chronic. A surprise quiz (or quizzes) may be given at the discretion of the instructor.

Acceptable methods of citation: standard APA format

Computation of Final Grade

Grades will be determined from the following four assessments. The only non-classroom assignment to be submitted is the term paper. Reading from texts or current articles will be assigned on a weekly basis.

Final Exam 30%

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Mid Term                  30%
Term Paper                20%
Class Participation     20%

If quizzes will be added, each will be worth 5 % with a concurrent reduction of 10 % from the mid term percentage.

Final Exam            30%
Quiz 1                      5%
Mid Term                  20%
Quiz 2                      5%
Term Paper                20%
Class Participation     20%

Course calendar

Week 1
Introduction, safe handling of firearms, terminology, definition of firearm examination and ballistics, forensic science, tools
Reading: Maiorino, Petraco; selected chapters. Handouts to be supplied

Week 2
History of firearms and ammunition part 1
Reading: Maiorino, Handouts to be supplied

Week 3
History of firearms and ammunition part 2
Reading: Maiorino, Handouts to be supplied

Week 4
Development and use of comparison microscopy, early charlatans and miscarriages of justice
Reading: Saferstein

Week 5
Forensic firearm and toolmark examination I – impressions
Reading: Petraco, Saferstein

Week 6
Forensic firearm and toolmark examination II – striations
Reading: Petraco, Saferstein

Week 7
Mid term exam in-class, topics due for term paper

Week 8
Manufacturing and machining methods and their effects on the working surface
Reading: Petraco, Saferstein

Week 9
Ricochet, penetration, perforation and interaction of bullets with intermediate and terminal targets

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Reading: Haag, Handouts

**Week 10**
"Ballistics room" exercise- water recovery of bullets using John Jay water recovery tank

**Week 11**
Trace evidence associated with bullets
Reading: Haag, Handouts

**Week 12**
Muzzle to target distance, primer and propellant residues, chemical tests (Term paper due)
Reading: Haag, Saferstein

**Week 13**
Shooting reconstruction, trigonometry, trajectory, the physics of the bullet’s flight
Reading: Haag

**Week 14**
New methods being developed – confocal microscopy, statistics, court testimony, ethics of conclusions, report writing and testimony.
Reading: Petraco, Handouts

**Week 15**
Final exam

**Academic Standards:**
Incompletes: must be resolved within one year following the conclusion of the course. Change of final grade: will be on a case-by-case basis
Accessibility: 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 L level, 59th Street Building, Tel: 212.237.8144. 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

**Plagiarism:**

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

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

- *(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)*

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

- **Plagiarism detection software** – the College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. If you use any plagiarism detection software in your course, you must include this information on the course syllabus.
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 Fax:
E-mail: fwang@jjay.cuny.edu

Program Title: Security Management Program Code:
Degree or Certificate Awarded: MS HEGIS Code:

Anticipated enrollment in distance program: 305

Initial: 60 Maximum by year 3: 265

Term length (in weeks) for the distance program: 8 weeks
(Is this the same as term length for classroom program?) No

How much "instructional time" is required per week per credit for a distance course in this program?

(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
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 and college 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 and college policies that address and guide distance education and will be implemented when our new college-wide education policy is approved by College governance.

The MS-SM online program requires a total of 36 credits in course requirements, including 12 credits of core courses, 12 credits of management analytic courses, and 12 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**
- 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**
- SEC 715 Analytical Methods in Protection Management
- PAD 705 Organization Theory and Management
- PAD 744 Capital and Operational Budgeting
- PAD 750 Security of Information Technology

**Electives**
- 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, 12 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
### Courses: Total credits: 36

**Program Outcomes and Goals**

<table>
<thead>
<tr>
<th>To describe and recognize the role of private security and its aligned services in a free society.</th>
<th>To classify and identify design security systems and protocols for the industry’s clientele.</th>
<th>To summarize the best practices for security management in diverse settings.</th>
<th>To defend and explain design studies and analytical products which measure the efficacy of security initiatives.</th>
<th>To identify and locate emerging markets for the private security professional.</th>
</tr>
</thead>
</table>

### Core Courses: 12 credits

| SEC 701 Introduction to Protection Management Systems | x | x | x | x | x |
| SEC 731 Risk, Threat and Critical Infrastructure | x | | | | x |
| SEC 732 Privatization, Models and Applications for Private Security | x | | | | x |
| SEC 733 Legal, Regulatory and Administrative Issues in Private Sector Justice | | x | | | |

### Required Management and Analytic Courses: 12 credits

| SEC 715 Analytical Methods in Protection Management | x | x | | |
| PAD 705 Organization Theory and Management | | x | | |
| PAD 744 Capital and Operational Budgeting | | | x | |
| PAD 750 Security of Information Technology | x | x | x | x |

### Electives: 12 credits

<p>| SEC 703 Analysis of Building and Fire Code | x | x | x | |
| SEC 711 Introduction to Emergency Management | x | x | x | |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>114</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 712</td>
<td>Theory and Design of Fire Protection Systems</td>
<td></td>
</tr>
<tr>
<td>SEC 730</td>
<td>Private Security Function and Role in Homeland Defense</td>
<td>x</td>
</tr>
<tr>
<td>SEC 740</td>
<td>Safety and Security in the Built Environment</td>
<td></td>
</tr>
<tr>
<td>SEC 753</td>
<td>Theory and Design of Security Systems</td>
<td></td>
</tr>
<tr>
<td>SEC 754</td>
<td>Contemporary Issues in Security Management</td>
<td></td>
</tr>
<tr>
<td>SEC 762</td>
<td>Business Continuity Planning</td>
<td></td>
</tr>
<tr>
<td>SEC 781</td>
<td>Risk Analysis and Loss Prevention</td>
<td></td>
</tr>
<tr>
<td>PAD 748</td>
<td>Project Management</td>
<td></td>
</tr>
</tbody>
</table>
AY 2011-2012 Evaluation
of the
National Online Master of Public Administration
Inspector General Program

John Jay College of Criminal Justice
City University of New York

Executive Summary

This report covers AY 2011-2012, the third year of program operations. As of the end of Spring 2012, the student headcount reached 60 students. Sixteen students have graduated. The program generated net revenues of $87,686, after deduction for faculty and administrative salaries and operational costs. Preliminary outcomes assessment findings suggest that outcomes for the online program are comparable to outcomes for the campus-based program, but the findings are based on small numbers of online program students.

Program Overview

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

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

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

College Council Resolution

1 Another 21 students are enrolled in the Capstone Seminar for Spring 2013, so the cumulative graduation rate is likely to more than double at the end of AY 2012-2013.
On April 23, 2009, the College Council adopted the following resolution, requiring the development of annual evaluations of the program:

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

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

That the reporting and assessment methodologies and instruments shall be developed by the MPA Faculty in consultation with the Director of Assessment and the Director of the Office of Institutional Research and shall be approved by the Provost; and

That beginning in fall 2010 and annually thereafter for the first five years of the program, an assessment report shall be submitted by the MPA Program to the Graduate Studies Committee and the College Council.

This report constitutes the third annual report, covering AY 2011-2012.

Tuition and Fee Determinations

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

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

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

For FY 2011-2012 the remaining balance of the prior allocations was used to support program costs.

Program Support Design

The program proposal envisioned that the program would operate, at least during the initial years, in the same manner as the MPA Extension Program at West Point. The following are the key operational features of that approach:
• Like the West Point Extension program, the NOMPAIG is directed by an MPA Program Deputy Director who receives one section of reassignment per year to lead the program.  

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

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

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

Marketing

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

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

• Context of the inspector general function
• Ethics
• Public management issues
• Legal issues
• Audits, investigations and reviews

2 In prior years, the West Point program Deputy Director received two sections of reassignment per year. However, for AY 2009-2010 and thereafter, the West Point reassigned time was reduced to one section and the NOMPAIG was allocated one section.

3 The assistant also staffs a desk at the Army Education Center at West Point, a required service for programs based at the Education Center. The administrator also serves as the campus liaison to GoArmyEd which is the technical system for Army payment of tuition for Army personnel.
- Investigating fraud, waste and abuse
- Principles and Standards for Offices of Inspector General

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

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

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

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

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

Admission to the online program is competitive, and assessment is based on the student’s academic and professional record of achievement.

The following table summarizes the academic status of each of the admission cohorts of the NOMPAIG.

<table>
<thead>
<tr>
<th>Status</th>
<th>2009-09</th>
<th>2010-02</th>
<th>2010-09</th>
<th>20011-02</th>
<th>2011-09</th>
<th>2012-02</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Started</td>
<td>17</td>
<td>9</td>
<td>21</td>
<td>7</td>
<td>21</td>
<td>6</td>
<td>81</td>
</tr>
<tr>
<td>Attending</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>4</td>
<td>15</td>
<td>5</td>
<td>37</td>
</tr>
<tr>
<td>Transferred</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Dismissed</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>8</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Graduated</td>
<td>6</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>% Retained</td>
<td>0%</td>
<td>11%</td>
<td>57%</td>
<td>57%</td>
<td>71%</td>
<td>83%</td>
<td>46%</td>
</tr>
<tr>
<td>% Graduated</td>
<td>35%</td>
<td>33%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
</tr>
<tr>
<td>% Success</td>
<td>35%</td>
<td>44%</td>
<td>90%</td>
<td>57%</td>
<td>71%</td>
<td>83%</td>
<td>65%</td>
</tr>
</tbody>
</table>

In the above table, “Retained” counts students who were admitted and who have continued their studies at JICCI. “Success” counts the retained students and the graduated students. Once the program is in place for four years, we will start to track a 4-year graduation rate.

The table shows that 16 students have graduated as of the end of June 2012. Another 21 students are enrolled in the Capstone seminar for Spring 2013. We thus expect the graduation rate to significantly increase during the next two years as students reach the end of their course of studies.
Curriculum

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

The curriculum was described in the 2009-2010 report and has not changed in 2011-2012. The standard schedule was modified to permit students to complete the program over three years, taking four courses per year, two per semester. The change was made because some students found the three-course workload to be excessive when combined with professional employment.

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

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

In early September, MSCHE notified the College of approval for MPA in Public Policy and Administration and MPA in Inspection and Oversight, conditional on subsequent NYSED approval for both programs. MSCHE requested a progress report by April 1, 2012, showing 1) “evidence of a program of student support services appropriate to online student strengths and needs, consistent with student learning expectations, and available regardless of place or method of delivery (standard 9)” and 2) “evidence of the development and implementation of a learning outcomes assessment plan for both programs (standard 14).”

During Fall 2011 the MPA Program prepared the application to NYSED and during Spring 2012 it was approved.

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

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

In the assessment for the MPA programs for 2012, outcomes for NOMPAIG students were compared to outcomes for all MPA students, and the following very preliminary observations were made. The observations were qualified based on the relatively small numbers of NOMIAIG students involved:

- Goal 1 – Lead/Manage in Public Governance: 93% of all students and 70.0% of NOMPAIG students are meeting or exceeding expectations.
- Goal 2 – Participate in and Contribute to the Public Policy Process: 85% of all students and 100.0% of NOMPAIG students are meeting or exceeding expectations.
- Goal 3- Analyze, Synthesize and Think Critically, Solve Problems and Make Decisions: 52% of all students and 60.0% of NOMPAIG students are meeting or exceeding expectations.
- Goal 4 – Articulate and Apply a Public Service Perspective: 79% of all students and 60.0% of NOMPAIG students are meeting or exceeding expectations.
- Goal 5 - Communicate and interact productively within a diverse and changing workforce and citizenry
  - 26% of all students and 20% of NOMPAIG students are meeting or exceeding expectations.

Outcomes for all students and for NOMPAIG students differ by goal. However, results for NOMPAIG students should be interpreted with caution due to the small number of students completing the Capstone project. If the results become a pattern in future years, then they should be addressed.

Ongoing Cost to the College

The following is a presentation of the revenues and expenditures of the NOMPAIG, exclusive of the initial one-time development costs. The AY 11-12 cost analysis is presented with the AY 09-10 and AY 2010-2011 analysis for comparison.

The following table summarizes enrollments and credit hours.
The following table summarizes personnel costs including fringe benefits.

<table>
<thead>
<tr>
<th>Courses and Enrollments</th>
<th>AY 09-10</th>
<th>AY 10-11</th>
<th>AY 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section-Equivalents Offered</td>
<td>6</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Fall Course Enrollments</td>
<td>50</td>
<td>102</td>
<td>126</td>
</tr>
<tr>
<td>Spring Course Enrollments</td>
<td>53</td>
<td>113</td>
<td>138</td>
</tr>
<tr>
<td>Combined Enrollments</td>
<td>103</td>
<td>215</td>
<td>264</td>
</tr>
<tr>
<td>Student Headcount</td>
<td>42</td>
<td>44</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Contact Hours</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Reassignment</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Full-time</td>
<td>18</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>National/Adjunct</td>
<td>0</td>
<td>9</td>
<td>15</td>
</tr>
</tbody>
</table>

The following table summarizes personnel costs including fringe benefits.

<table>
<thead>
<tr>
<th>Salaries</th>
<th>AY 09-10</th>
<th>AY 10-11</th>
<th>AY 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Cost for 1 credit hour</td>
<td>4,178.57</td>
<td>4,178.57</td>
<td>4,178.57</td>
</tr>
<tr>
<td>Fulltime Faculty Sections</td>
<td>87,750.00</td>
<td>162,964.29</td>
<td>150,428.57</td>
</tr>
<tr>
<td>ADJ Cost for 1 credit hour</td>
<td>1,102.95</td>
<td>1,102.95</td>
<td>1,102.95</td>
</tr>
<tr>
<td>Adjunct Faculty Sections</td>
<td>-</td>
<td>9,926.55</td>
<td>16,544.25</td>
</tr>
<tr>
<td>Share of West Point Admin</td>
<td>16,996.96</td>
<td>16,996.96</td>
<td>27,616.71</td>
</tr>
<tr>
<td><strong>Total Salaries</strong></td>
<td><strong>110,028.48</strong></td>
<td><strong>195,169.32</strong></td>
<td><strong>199,871.05</strong></td>
</tr>
</tbody>
</table>

Salary costs for full-time faculty are based on the replacement cost of a substitute professor earning $65,000 per year, including fringe benefits. The cost of the part-time administrator and administrative assistant is the full cost of the administrator and assistant at West Point allocated to NOMPAIG based on a formula reflecting enrollments in 2009-2010 at West Point and in the NOMPAIG.

<table>
<thead>
<tr>
<th>Special Program Costs</th>
<th>AY 09-10</th>
<th>AY 10-11</th>
<th>AY 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIG Student Memberships</td>
<td>630.00</td>
<td>854.00</td>
<td>1,500.00</td>
</tr>
<tr>
<td>Conference Venue Costs</td>
<td>677.25</td>
<td>7,692.00</td>
<td>2,500.00</td>
</tr>
<tr>
<td>Faculty Travel</td>
<td>11,641.90</td>
<td>2,441.88</td>
<td>1,501.99</td>
</tr>
<tr>
<td>AIG Conference Registrations</td>
<td>5,775.00</td>
<td>6,825.00</td>
<td>3,901.50</td>
</tr>
<tr>
<td>Technology</td>
<td>275.94</td>
<td>275.94</td>
<td>39.05</td>
</tr>
<tr>
<td><strong>Total Special Program Costs</strong></td>
<td><strong>19,000.09</strong></td>
<td><strong>18,088.82</strong></td>
<td><strong>9,442.54</strong></td>
</tr>
</tbody>
</table>

Program operational costs are primarily associated with the costs of student and faculty memberships in the Association of Inspectors General, the costs of student and faculty registrations at the Spring Conference of the Association, and the costs of faculty travel to the Conference which took place in Indianapolis.
The above costs do not include initial program development expenses presented in the 2009-2010 report. There were no program development costs for the program funded or expended during AY 11-12.

<table>
<thead>
<tr>
<th>Revenues</th>
<th>AY 09-10</th>
<th>AY 10-11</th>
<th>AY 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>95,790.00</td>
<td>204,465.00</td>
<td>297,000.00</td>
</tr>
<tr>
<td>Fees</td>
<td>4,814.00</td>
<td>4,814.00</td>
<td>4,814.00</td>
</tr>
<tr>
<td>Distance Learning Allocation</td>
<td>34,000.00</td>
<td>34,000.00</td>
<td>-</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>129,790.00</td>
<td>238,465.00</td>
<td>297,000.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Summary</th>
<th>AY 09-10</th>
<th>AY 10-11</th>
<th>AY 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenues</td>
<td>129,790.00</td>
<td>238,465.00</td>
<td>297,000.00</td>
</tr>
<tr>
<td>Total Salaries and Program Costs</td>
<td>(129,028.57)</td>
<td>(213,258.14)</td>
<td>(209,313.59)</td>
</tr>
<tr>
<td>Net Revenues</td>
<td>761.43</td>
<td>25,206.86</td>
<td>87,686.41</td>
</tr>
<tr>
<td>Transfer Balance in Account 230</td>
<td>14,999.41</td>
<td>39,153.65</td>
<td>18,146.84</td>
</tr>
</tbody>
</table>

Considering all revenues and all costs, the program generated $87,686.41 in net revenues for the College for AY 2011-2012, after accounting for all salary and operational costs associated with the program. The operational costs were expended from Account 230, which held the net balance of revenues from the two prior year allocations from the University.

On the following page is a cash flow tabulation of the revenues and expenses in Account 230, which is the account for funds provided by the University to support the program. CUNY provided $34,000 in each of AY 2009-2010 and AY 2010-2011, for a total of $68,000. A total of $35,174 was expended, leaving a carry-over balance of $39,475 for AY 2012-2013.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUNY 230 Online Program Allocation</td>
<td>34,000.00</td>
<td>34,000.00</td>
<td>68,000.00</td>
<td></td>
</tr>
<tr>
<td>Xfer of 230 Prior Year Carry-over</td>
<td>12,999.91</td>
<td>26,474.65</td>
<td>39,474.56</td>
<td></td>
</tr>
<tr>
<td>Total Income</td>
<td>$34,000.00</td>
<td>$46,999.91</td>
<td>$26,474.65</td>
<td>$107,474.56</td>
</tr>
<tr>
<td>Gross Profit</td>
<td>$34,000.00</td>
<td>$46,999.91</td>
<td>$26,474.65</td>
<td>$107,474.56</td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTPS Expenses</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>230 Advertising</td>
<td>609.24</td>
<td>609.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>230 Equipment</td>
<td>1,646.03</td>
<td>39.05</td>
<td>1,685.08</td>
<td></td>
</tr>
<tr>
<td>230_Memberships</td>
<td>630.00</td>
<td></td>
<td>500.00</td>
<td>1,130.00</td>
</tr>
<tr>
<td>230 Registrations</td>
<td>6,400.00</td>
<td></td>
<td>3,901.50</td>
<td>10,301.50</td>
</tr>
<tr>
<td>230 Technology</td>
<td>276.84</td>
<td>323.90</td>
<td></td>
<td>600.74</td>
</tr>
<tr>
<td>230 Travel</td>
<td>11,603.25</td>
<td>5,267.09</td>
<td>3,887.26</td>
<td>20,744.60</td>
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<td>Total OTPS Expenses</td>
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<td>$7,646.26</td>
<td>$8,327.81</td>
<td>$35,174.16</td>
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<td>14,999.91</td>
<td>39,153.65</td>
<td>18,146.84</td>
<td>72,300.40</td>
</tr>
</tbody>
</table>
MEMO
TO: Programs Subcommittee and UCASC
FROM: Maria D'Agostino, Public Management Department
RE: Public Administration Minor Revisions
DATE: April 15, 2013

This memo explains the proposed changes approved by the departmental curriculum committee to the public administration minor.

DESCRIPTION OF THE CHANGES

The minor is being revised to align the courses with the new mission statement and learning objectives. We are requiring an additional course, PAD 140 (formerly 240), and requiring students to choose three electives and one capstone course.

REVISED MISSION STATEMENT

The minor in Public Administration examines decision-making, leadership and management in public agencies and non-profit organizations. It introduces students to the field of Public Administration, including its scope, content, literature and relationship to other disciplines.

STATEMENT OF LEARNING OUTCOMES

Upon completion of the public administration minor students will:

1. Identify the core mechanisms of public administration, including the organization and management of human and financial resources.

2. Discuss the political, economic, legal, and social environments of public policy and administration.

3. Explain the unique challenges and opportunities of providing public goods and services in a diverse society.

LIST OF THE CHANGES

ADDITION OF A REQUIRED COURSE:
PAD 241 Information in Public Management

ADDITION OF ELECTIVES:
1
PAD 318 Decisions and Crises

**ELIMINATION OF COURSE ELECTIVES:**
PAD 348 Justice Planning and Policy Analysis
PAD 360 Court Administration
PAD 404 Practicum in Public Administration
PAD 440 Problems in Public Administration
PAD 445 Seminar in Justice Administration and Planning

**RATIONALE FOR THE CHANGES**
This is a revision of the current public administration minor. The current minor does not intentionally link courses to the required learning outcomes. The proposed revisions specify:
1.) Required courses: PAD 241, a co-requisite of PAD 240 (140) will be required in addition to PAD 240 (140).
2.) Electives: course offered as part of the minor have been chosen based on their key linkage to the program objectives

**PROPOSED CURRICULUM OUTLINE**

*Part I Required*  
Subtotal: 6 credits

- PAD 140 Introduction to Public Administration (was PAD 240)
- PAD 241 Information in Public Administration

*Part II Electives: Choose four*  
Subtotal: 12 credits

- PAD 314 Leadership
- PAD 340 Planning and Policy Analysis
- PAD 343 Administration of Financial Resources
- PAD 346 Human Resource Administration
- PAD 260 International Public Administration
- PAD 318 Decisions and Crisis
- PAD 400 Quantitative Problems in Public Administration
- *PAD 402 Seminar and Internship in Public Administration*  
**Students completing PAD 402 (6 credits) only need to take 3 courses**

Total: 18 credits
OLD CURRICULUM

**Part One. Required Course**

PAD 240 Introduction to Public Administration

**Subtotal: 3 credits**

**Part Two. Electives**

**Select five**

PAD 241 Information in Public Administration
PAD 260 International Public Administration
PAD 314 Productivity
PAD 340 Planning and Policy Analysis
PAD 343 Administration of Financial Resources
PAD 346 Human Resource Administration
PAD 348 Justice Planning and Policy Analysis
PAD 360 Court Administration
PAD 400 Quantitative Problems in Public Administration
PAD 402 Seminar and Internship in New York City Government
PAD 404 Practicum in Public Administration
PAD 420 Contemporary Administration and the Judiciary
PAD 440 Problems in Public Administration
PAD 445 Seminar in Justice Administration and Planning

**Subtotal: 15 credits**

**Total: 18 credits**
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: Communication & Theatre Arts

   b. Name and contact information of proposer(s): Professor Bettina Murray

      Email address(es) bmurray@jjay.cuny.edu; betpmurray@aol.com
      Phone number(s) 212-237-8152

   a. Title of the course: COM 1XX Justice and the Outsider: Excluding and Including Others

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Justice & Outsider

   c. Level of this course x 100 Level

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

      This course provides first-year students with a basic vocabulary and conceptual framework for understanding the way different texts address the processes of exclusion or inclusion of the outsider and the implications of those processes for justice. The course is introductory and interdisciplinary: through a variety of texts and assignments, it aims to provide students with strategies for approaching, understanding, interpreting, and responding to the variety of types of texts they will encounter in the general education curriculum, including primary and secondary sources, reference works and textbooks, legal texts, essays, films, and narratives from disciplines including history, anthropology, natural science, philosophy, literature, and law. The readings do not presuppose prior knowledge and the assignments are scaffolded to develop students’ ability to engage with diverse texts to understand the relationship of the outsider to key questions of justice.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): COM 1XX

Approved by UCASC, April 19, to College Council, May 16, 2013
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.)

The “outsider” is a central figure for conceptions of justice because it raises questions about the processes of inclusion and exclusion that constitute a community within which justice is negotiated. In this way, the course serves the mission of John Jay College by encouraging students to examine the processes of marginalization and inclusion and their implications for justice. By using selections from a variety of types of texts from disciplines including history, literature, sociology, and law, the course introduces students to the process of approaching, understanding, interpreting, and responding to the kinds of texts that they will encounter in general education courses, as well as in liberal arts and justice majors, while developing their understanding of the relationship between the outsider and questions of justice.

3. **Course description** as it is to appear in the College Bulletin

This interdisciplinary course explores the causes, processes, and effects of defining individuals and groups as "outsiders." Through engagement with a variety of texts--legal, sociological, literary, and psychological--the course offers multiple perspectives on the relationship of exclusion and inclusion to personal, social, and political justice.

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**

   Students will:
   ○ Describe their own relationship to significant issues of justice arising from the marginalization of groups and individuals by engaging with and responding to a variety of text types that they will encounter in courses for their general education and major requirements

   ○ Identify issues relating to the marginalization or inclusion of “outsider” groups and individuals and propose solutions for justice through evidence-based inquiry
F2.

- Assess the effectiveness of their own role in collaborations with people of diverse backgrounds, with special attention to practices of inclusion
- Demonstrate effective planning and reflection to accomplish specific course outcomes, including weekly assignments and a group research project
- 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

9a. 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>

9b. Please explain why this course should be part of the selected area.  
The “outsider” is a central figure for conceptions of justice because it raises questions about the processes of inclusion and exclusion that constitute a community in which justice is negotiated. It puts attention on those considered outside of a group or community – precisely those who have often experienced injustice. This course connects students’ individual experiences and personal knowledge of exclusion and inclusion to questions of justice. By reading a variety of texts that represent and analyze the processes of inclusion and exclusion, surveying fellow students, and undertaking a collaborative class project, students will be able to better contextualize their own experiences and understanding of justice in relation to the issues of inclusion and exclusion of the outsider.

10. Assessment:  
   Students will be assessed through the following assignments.
Each reading will have an assignment that guides students through the reading and assesses their understanding of the reading; their ability to interpret and critically evaluate the reading; and their application of the academic content to their own experiences and prior knowledge. These assignments will include focusing questions, evidence charts, concept maps, annotations, summaries, and short responses. These assignments will be introduced and practiced in class and completed out-of-class.

Since these are regular assignments, they also require students to create their own organization and time management plans, especially with regard to reading required texts. These plans will be also submitted as an assignment, with ongoing assessment of reaching the goals articulated in the plan by the student. The students’ responses to the text will serve as an ongoing log of their developing understanding of the relationship of the outsider to justice, as well as their ability to engage with and respond to different types of texts.

Students will write two five page assignments that analyze and synthesize readings. These assignments will be scaffolded using the previously assigned assignments for each reading as well as charts, diagrams, and focusing questions for the larger assignment. These papers will focus on identifying problems related to the marginalization of outsider groups and individuals.

Students will conduct research, plan and collaborate on a research project in conjunction with organizations at John Jay and/or the community. The project will focus on using empirical evidence to identify a problem and propose a solution related to the marginalization of individuals or groups. They will jointly present their research and will also each submit the results of their research in written form. Students will also use a rubric and log to assess and refine their collaborations during the project.

Each student will also research and explore resources that help her or him integrate into the larger John Jay community. This plan will be assessed in an assignment that has students correlate their needs to resources at John Jay and discuss the steps they took to find and make use of these resources.

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

- 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. 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, April 19, to College Council, May 16, 2013
X The library catalog, CUNY+ X
X Electronic encyclopedia collections

12. Syllabus – see attached

13. Date of Department curriculum committee approval: March 29, 2013

14. Faculty - Faculty from the Communication and Theatre Arts department (full time and adjunct)

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

   X No

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

   X No program had similar course

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

   X No

18. Approvals:
    Seth Baumrin, Ph.D.
    Chair, Proposer’s Department
<table>
<thead>
<tr>
<th><strong>Course Prefix &amp; Number</strong></th>
<th>COM 1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Justice and the Outsider: Excluding and Including Others</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Communication and Theatre Arts</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>COM</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 interdisciplinary course explores the causes, processes, and effects of defining individuals and groups as &quot;outsiders.&quot; Through engagement with a variety of texts--legal, sociological, literary, and psychological--the course offers multiple perspectives on the relationship of exclusion and inclusion to personal, social, and political justice.</td>
</tr>
<tr>
<td><strong>Sample Syllabus</strong></td>
<td>Attached</td>
</tr>
</tbody>
</table>

**Indicate the status of this course being nominated:**
- [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.)

<table>
<thead>
<tr>
<th><strong>Justice Core</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>[x] 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>
</tbody>
</table>

Please explain how your course meets each of these 5 learning outcomes:

<table>
<thead>
<tr>
<th>Students will complete weekly assignments summarizing and responding to the assigned texts, relating these texts to their own experience. These will serve as a log of their developing understanding of how processes of exclusion and inclusion impact on justice, as well as their ability to engage with and respond to a variety of text types.</th>
<th>• Describe their own relationship to significant issues of justice arising from the marginalization of groups and individuals through engaging with and responding to a variety of text types that they will encounter in courses for their general education and major requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will complete two five page assignments that require them to analyze and synthesize readings. These assignments will be scaffolded using the assignments for each reading as well as additional charts, diagrams, and focusing questions for the paper. These papers will focus on identifying problems related to the marginalization of outsider groups and individuals, using evidence from texts.</td>
<td>• Identify problems and propose solutions through evidence-based inquiry</td>
</tr>
<tr>
<td>Students will conduct research, plan and collaborate on a research project in conjunction with organizations at John Jay and/or the community. The project will focus on using empirical evidence to identify a problem and propose a solution.</td>
<td></td>
</tr>
</tbody>
</table>
related to the marginalization of individuals or groups.

<table>
<thead>
<tr>
<th>Students will use a rubric and log to assess and refine their collaborations during the project, with special attention to practices of inclusion of people of diverse backgrounds.</th>
<th>• Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will create their own organization and time management plans, especially with regard to reading required texts and completing longer assignments. These plans will be also submitted as an assignment, with ongoing assessment of reaching the goals articulated in the plan by the student.</td>
<td>• Demonstrate effective planning and reflection to accomplish specific course outcomes</td>
</tr>
<tr>
<td>Students will conduct research, plan and collaborate on a research project in conjunction with organizations at John Jay and/or the community. Students will also develop a plan to integrate into the academic community based on their academic and personal goals.</td>
<td>• Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth</td>
</tr>
</tbody>
</table>

Approved by UCASC, April 19, to College Council, May 16, 2013
Justice and the Outsider: Excluding and Including Others

Professor:
Semester:
Course Title: Justice and the Outsider: Excluding and Including Others
Course: COM 1XX
Course Section: 00
Classroom: 0000
Class time: 00.00-00.00/period 0
Professor’s office:
Office Hours:
Professor’s phone and e-mail:

Course Prerequisite: None

Course Description:

This interdisciplinary course explores the causes, processes, and effects of defining individuals and groups as "outsiders." Through engagement with a variety of texts--legal, sociological, literary, and psychological--the course offers multiple perspectives on the relationship of exclusion and inclusion to personal, social, and political justice.

Course Learning Objectives:

Students will:
- Describe their own relationship to significant issues of justice arising from the marginalization of groups and individuals through engaging with and responding to a variety of text types that they will encounter in courses for their general education and major requirements
- Identify problems relating to the marginalization of “outsider” groups and individuals and propose solutions for justice through evidence-based inquiry
- Assess the effectiveness of their own role in collaborations with people of diverse backgrounds, with special attention to practices of inclusion
- Demonstrate effective planning and reflection to accomplish specific course outcomes, including weekly assignments and a group research project

Approved by UCASC, April 19, to College Council, May 16, 2013
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

Students will purchase a course reader with all course readings.

On Blackboard:

Additional items will be available on Blackboard.

Required Supplies

USB Flash drive
Folders with pockets for class materials/handouts
Notebook
Learning Logs

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.
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)

Course Requirements and Grading

Weekly Reading/Writing Assignments (40%)
You will complete weekly assignments summarizing and responding to the assigned texts, relating these texts to your own experience. These will serve as a log of your developing understanding how the processes of exclusion and inclusion relate to issues of justice, as well as your experience and assessment of using different reading strategies.

Papers Integrating the Readings (20%)
You will complete two longer assignments (5 pages each) that analyze and synthesize readings. The weekly reading assignments as well as other short assignment will prepare you to write this paper. These papers will focus on identifying problems related to the marginalization of outsider groups and individuals, using evidence from texts.

Research Project (20%)
You will conduct research, plan and collaborate on a research project in conjunction with organizations at John Jay and/or the community. The project will focus on using empirical evidence to identify a problem and propose a solution related to the marginalization of individuals or groups.

Schedules, Plans and Learning Logs (20%)
You will create a schedule and plan for completing assignments.

You will develop a plan connecting your academic and personal goals to resources at John Jay.

Approved by UCASC, April 19, to College Council, May 16, 2013
You will develop a log to assess how you collaborate in your research project.

**OVERVIEW AND DETAILED SYLLABUS OF COURSEWORK AND ASSIGNMENTS:**

Coursework and assignments may vary on a weekly basis depending on the needs and progress of the class; check Blackboard or the professor for up-to-date assignments.

**Overview of Course and Class Readings**

**Week 1: Introduction to the Course**
- Introduction to Using the Syllabus and Planning for Assignments
- Constructing Personal Narratives of Exclusion
- Analyzing Personal Narratives of Exclusion

**Week 2: Being Excluded**

**Week 3: Being Excluded: Injustice and Its Consequences**
- Primary Sources (Nuremberg Race Laws; Frank, A. (1993). The diary of a young girl)

**Week 4: Being Excluded: Is it Ever Just?**
- Textbooks (Deviance and Shaming. In Giddens, A., Duneir, M., Appelbaum, R., Carr., D., Essentials of Sociology.)

**Visions of Inclusion**
- Myth (The Parable of the Lost Son) - ~1p.
- Speech (King, M., I Have a Dream) August 28, 1963; Kennedy, J. (Inaugural Speech, January 20, 1961)

**Week 5: Justice and Membership**

Approved by UCASC, April 19, to College Council, May 16, 2013
Week 6: Justice and Membership
- Philosophical Arguments (Michael Walzer (1983) “Membership”)

Week 7: Immigration and Exclusion: Evidence Based Research

Week 8: Education and Socio-Economic Exclusion: Evidence Based Research
- Case Study (Kozol, J. (1991). Savage inequalities: Children in America's schools) - selections

Week 9: Immigration: Construction of the outsider

Week 10: Immigration: Outsiders speak back
- Speech and Performance (Cesar Chavez speeches and video
- Film (The Fight in the Fields and Farmworkers Struggle)

Week 11: Immigration: Legal construction of immigration policy
- Legal Bills (Immigration Reform and Control Act of 1986; Development, Relief and Education for Alien Minors Act) - selections

Week 12: Education: Legal arguments for ending segregation

Week 13: Education: Current debates over inclusion
- Journalism, (Sklar, B. (2012, October 9); Race and College Admissions, Facing a New Test by Justices. New York Times; Other articles TBD.

Week 14: Group Presentations
- Exclusion and Inclusion in Immigration Policy (Evidence Based Research)
- Exclusion and Inclusion in Education (Evidence Based Research)

Week 15: Course Synthesis
- Summary of Course
- Reflections Engaging and Responding to Texts on Justice, Inclusion and Exclusion and

Approved by UCASC, April 19, to College Council, May 16, 2013
## Detailed Syllabus and Assignments

<table>
<thead>
<tr>
<th>1.1</th>
<th>Introduction to course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>- Provide overview of central questions of the course addresses, the course objectives, the syllabus and the assignments</td>
</tr>
<tr>
<td></td>
<td>- Conduct careful reading of syllabus in small groups</td>
</tr>
<tr>
<td>Assignments</td>
<td>- Write a personal narrative of being excluded</td>
</tr>
<tr>
<td></td>
<td>- Complete chart summarizing key questions the course addresses</td>
</tr>
</tbody>
</table>

### Exclusion and Inclusion (Weeks 1-4)

<table>
<thead>
<tr>
<th>1.2</th>
<th>Being Excluded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Narrative</td>
<td>Activities</td>
</tr>
<tr>
<td></td>
<td>- Anonymously post personal narratives and analyze key features of exclusion (small groups)</td>
</tr>
<tr>
<td></td>
<td>- Develop a calendar of course assignments and create a series of deadlines for longer projects (introduction and small group exercises)</td>
</tr>
<tr>
<td>Assignments</td>
<td>- Complete chart listing attributes of exclusion with examples from personal narratives</td>
</tr>
<tr>
<td></td>
<td>- Complete course calendar of course assignments and create a series of deadlines for longer projects (DUE end of WEEK 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1</th>
<th>Being Excluded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autobiography and Literary Narrative</td>
<td>Activities</td>
</tr>
<tr>
<td></td>
<td>- Introduce features of literary narrative (author, narrator, character, plot, setting, theme, narrative structure)</td>
</tr>
<tr>
<td></td>
<td>- Provide background and model preview of Mairs and Wood text</td>
</tr>
<tr>
<td></td>
<td>- Preview Mairs and Wood text in small groups (using guided questions)</td>
</tr>
<tr>
<td></td>
<td>- Complete Story Map for Mairs</td>
</tr>
<tr>
<td></td>
<td>- Complete Story Analysis Grid for Wood</td>
</tr>
</tbody>
</table>
### 2.2 Being Excluded

#### Autobiography and Literary Narrative

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Discuss strategies used in Mairs and Wood to describe and highlight exclusion</td>
</tr>
<tr>
<td>- Group activity in which students extend attributes of exclusion chart to include textual references to Mairs and Wood</td>
</tr>
<tr>
<td>- Provide brief historical background for next week’s readings</td>
</tr>
</tbody>
</table>

#### Assignments

- Background reading on Holocaust and Anne Frank (TBD)
- Complete attributes of exclusion chart
- Five page guided assignment synthesizing attributes and examples of exclusion (DUE week 5)

**DUE:** Course calendar with plan for completing assignments

### 3.1 Being Excluded

#### Injustice and Its Consequences

<table>
<thead>
<tr>
<th>Primary Sources</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provide background on Nazi race laws and Holocaust</td>
</tr>
<tr>
<td>- Conduct group activities distinguishing primary and secondary sources</td>
</tr>
<tr>
<td>- Model close reading of legal text and diary entry</td>
</tr>
<tr>
<td>- Begin worksheet on Taking Notes on Primary Sources in groups</td>
</tr>
</tbody>
</table>

#### Assignments


- Complete Worksheet: Taking Notes from a Primary Source Document (http://jjc.jjay.cuny.edu/erc/tutoring/pdfs/7.pdf) for Anne Frank Reading and Nuremberg Race Laws
- Complete focusing questions for Frankl reading

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Approved by UCASC, April 19, to College Council, May 16, 2013
| 3.2 | **Being Excluded**<br>**Injustice and Its Consequences**<br>**Scientific Journal Article** | **Activities**<br>- Conduct in class quiz on NY Times article on rejection<br>- Discuss in small groups feelings of exclusion<br>- Preview Eisenberger and Lieberman article<br>- Begin worksheet: Taking notes from a journal article (in small groups)<br><br>**Assignments**<br>Eisenberger, N., Lieberman, M., & Williams, K. (2003). Does rejection hurt? an fmri study of social exclusion. Science, 302(5643), 290-292.<br>- Complete Worksheet: Taking Notes from a Journal Article<br>(http://jjc.jjay.cuny.edu/erc/tutoring/pdfs/6.pdf) for Eisenberger and Lieberman article<br>- Complete chart correlating findings of the study with previous personal narratives and readings related to exclusion |
| 4.1 | **Being Excluded**<br>**(Is it ever just?)**<br>**Textbook (Social Sciences)**<br>**Speech** | **Activities**<br>- Introduce concepts of deviance, rejection and shaming<br>- Group discussion linking concepts to personal experience<br>- Watch video of Barbara Jordan’s Statement on the Articles of Impeachment, July 25, 1974.<br>- Model strategies for previewing and taking notes on textbooks<br>- Practice strategies for previewing and taking notes on textbook in small groups<br><br>**Assignments**<br>Giddens, A., Duneir, M., Appelbaum, R., Carr., D. (2007). Deviance and Shaming. In Giddens, A., Duneir, M., Appelbaum, R., Carr., D., Essentials of sociology. (2nd ed.). New York: Norton, pp. 173-186.<br>- Complete outline of sociology textbook chapter and answers to focusing questions<br>- Complete chart comparing and contrasting types of deviance |
**4.2 Visions of Inclusion**

**Myth**
- Introduce elements of myth (archetypes, structures, themes)
- Conduct close reading of *The Parable of the Lost Son*
- Watch video of *I Have a Dream*
- Watch video of President John F. Kennedy Inaugural Address

**Assignments**
- Assignments
  - Complete Story Map and Character Analysis Grid for *The Parable of the Lost Son*
  - Read Fable Genre Handout
  - Write an imaginative story or fable about being included
  - List the mythic elements of MLK’s or Kennedy’s speech

**Justice and Membership (Weeks 5-6)**

**5.1 Justice Reference Sources**
- Conduct group discussion (What is justice? Develop and discuss definitions of justice)
- Librarian demonstrates how to locate and read reference sources
- Small groups do close reading of entry from *Cambridge Dictionary of Philosophy* (with paraphrasing of academic definition into more familiar language)

**Assignments**
  - Complete Concept/Definition Map for a definition of justice
  - Complete Worksheet for Paraphrasing academic definitions

Approved by UCASC, April 19, to College Council, May 16, 2013
### 5.2 Justice and Membership

**Philosophical Arguments**
(Who is included or not determines who is an insider and who is an outsider and to whom justice within a community applies)

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Review definitions of justice</td>
</tr>
<tr>
<td>- Discuss how people are included or excluded into a group</td>
</tr>
<tr>
<td>- Provide background on Walzer and his argument Preview Walzer article and begin worksheet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Complete highlighting of key sections of Walzer text</td>
</tr>
<tr>
<td>- Complete worksheet for previewing Walzer text</td>
</tr>
<tr>
<td>- Research ways to find resources to integrate into the John Jay Community, and complete chart connecting your needs to college resources (DUE end of Week 7)</td>
</tr>
</tbody>
</table>

### 6.1 Justice and Membership

**Philosophical Arguments**

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Review topic and main argument of Walzer argument</td>
</tr>
<tr>
<td>- Develop focusing questions for the argument</td>
</tr>
<tr>
<td>- Do close reading of Walzer with paraphrasing activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Complete focusing questions for first half of the article</td>
</tr>
<tr>
<td>- Paraphrase key sentences</td>
</tr>
</tbody>
</table>

### 6.2 Justice and Membership

**Philosophical Arguments**

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Review of focusing questions for Walzer reading (group activity)</td>
</tr>
<tr>
<td>- Develop diagrams for Walzer reading</td>
</tr>
<tr>
<td>- In class close reading of Walzer with paraphrasing activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>- Complete questions for second half of the article</td>
</tr>
<tr>
<td>- Complete of argument</td>
</tr>
<tr>
<td>- Five page guided assignment synthesizing readings and experience on membership and justice (DUE week 9)</td>
</tr>
</tbody>
</table>
## Immigration and Education: Evidence Based Research on Inclusion and Exclusion (Weeks 7-8)

### 7.1 Immigration and Exclusion: Evidence Based Research

<table>
<thead>
<tr>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>- Provide background on immigration, nativism in the U.S.</td>
</tr>
<tr>
<td>- Present strategies for approaching historical texts</td>
</tr>
<tr>
<td>- Preview Shrag reading and generate outline (group work)</td>
</tr>
<tr>
<td>- Do close reading of section of Shrag reading with paraphrasing activities (group work)</td>
</tr>
</tbody>
</table>

**Assignments**

- Complete outline, answers to focusing questions, and of historical explanation chart for Schrag

### 7.2 Immigration and Exclusion: Evidence Based Research

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify evidence to support arguments (modeled class activity followed by group activity using reading and chart from Shrag reading)</td>
</tr>
<tr>
<td>- Provide background on immigration and deportation</td>
</tr>
<tr>
<td>- Model using inquiry chart to synthesize data</td>
</tr>
<tr>
<td>- Begin inquiry chart synthesizing data from Shrag and Kanstroom</td>
</tr>
</tbody>
</table>

**Assignments**

- Complete chart synthesizing data from Schrag and Kanstroom

**DUE:** Chart connecting your needs to college resources

### 8.1 Education and Socio-Economic Exclusion: Evidence Based Research

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provide background information on educational inequality in U.S.</td>
</tr>
<tr>
<td>- Preview Kozol reading and find information on author (small groups)</td>
</tr>
<tr>
<td>- Distinguish qualitative vs. quantitative evidence (discussion and small group) (close reading of section of Kozol)</td>
</tr>
</tbody>
</table>

**Assignments**

- Begin inquiry chart synthesizing quantitative and qualitative data from Kozol’s work
- Begin group evidence based project (DUE Week 14)
### Education and Socio-Economic Exclusion: Evidence Based Research Case Study

**Activities**
- Model and practice in groups critically examining evidence from Kozol text

**Assignments**
- Complete inquiry chart synthesizing quantitative and qualitative data from Kozol’s work
- Complete chart citing and evaluating evidence from Kozol
- Article by Tejada-Flores, 2004, *Oxford Encyclopedia of Latinos*, to be distributed (preview for next week)
  - "Colegio Cesar Chavez (1927 – 1993), A Chicano struggle for educational self-determination," (biographical material on Cesar Chavez)
  - List points from Tejada-Flores entry

### Perspectives on Immigration: Exclusion and Inclusion (Weeks 9-11)

#### 9.1 Immigration: Construction of the outsider

**Academic Article**

**Activities**
- Provide background on Mexican immigration and deportation
- Conduct in-class preview of De Genova article (presentation and small group work)
- Conduct close reading of section of De Genova article with paraphrasing activities

**Assignments**
- Complete Proposition/Support chart for De Genova article
- Read article on immigration reform of 1986 (TBD)

#### 9.2 Immigration: Construction of the outsider

**Academic Article**

**Activities**
- Review of claims and evidence
- Conduct close reading of section of De Genova article with focus on evidence and support (small group work)

**Assignments**
- Complete to focusing questions
- Complete linking claims to evidence and evaluation of evidence for claim
- Read article on immigration reform of 1986 (TBD)
### 10.1 Immigration: Outsiders speak back

**Speech Performance**

- Discuss verbal and nonverbal techniques for communication in speech
- Watch speech and video
- Analyze verbal and nonverbal techniques (groups)

Cesar Chavez (*speeches and video*), Latino American civil rights activist.

*Film: “The Fight in the Fields and Farmworkers Struggle,”* the Cinema Guild, Inc. (212-685-6242)

**Assignments**

- Complete worksheet on verbal and nonverbal strategies in Chavez’s speeches

**DUE:** Five page guided assignment synthesizing readings and experience on membership and justice (DUE week 9)

### 10.2 Immigration: Outsiders speak back

**Film**

- Conduct close analysis of scene from *The Fight in the Fields and the Farmworkers Struggle*
- Discuss film techniques used to communicate meaning and emotion

**Assignments**

*The Fight in the Fields and the Farmworkers Struggle*

- Complete linking film technique (photography, mis-en-scene, lighting, performance, sound) in scene to meaning and emotion

**DUE:** Five page guided assignment synthesizing readings and experience on membership and justice

### 11.1 Immigration: Legal Construction of Immigration Policy

**Legal Texts**

- Provide background on immigration reform
- Preview and analyze structure of a proposed legal statute (discussion and small group work using Immigration Reform and Control Act of 1986 (S.1200 (99th))

**Assignment**


- Complete chart and focusing questions for Immigration Reform and
Control Act of 1986


| 11.2 | **Immigration:**  
| Legal  
| Construction of Immigration Policy  
| **Legal Texts** | **Activities**  
|  | - Provide background on DREAM act  
|  | - Conduct close reading of sections of DREAM act with paraphrasing activities (presentation and small group work)  
| **Assignments**  
|  | - Conduct close reading paraphrasing short section of DREAM act |

**Perspectives on Exclusion and Inclusion in Education (Weeks 12 -1 3)**

| 12.1 | **Education:**  
| Legal  
| arguments for ending segregation  
| **Legal Texts** | **Activities**  
|  | - Background on *Brown vs. Board of Education*  
| **Assignments**  
| *Brown vs. Board of Education*  
|  | - Highlight and annotate key sections |

| 12.2 | **Education**  
| **Legal Texts** | **Activities**  
|  | Close reading and paraphrasing of section of *Brown vs. Board of Education*  
| **Assignments**  
|  | - Complete outline for brief of case  
<p>|  | - Summarize key points |</p>
<table>
<thead>
<tr>
<th>3.1</th>
<th><strong>Education: Integration and current debate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journalism</strong></td>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td></td>
<td>- Provide background on integration and affirmative action</td>
</tr>
<tr>
<td></td>
<td>- Discuss features of journalism (fact and point of view)</td>
</tr>
<tr>
<td></td>
<td>- Preview articles from <em>Huffington Post</em> and <em>The New York Times</em></td>
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<tr>
<td></td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td></td>
<td>Identify evidence and point of view in Pettus and Sklar article</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13.2</th>
<th><strong>Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Identify multiple positions on affirmative action (small group work)</td>
</tr>
<tr>
<td></td>
<td>- Identify arguments and evidence to support positions</td>
</tr>
<tr>
<td></td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td></td>
<td>- Create outline of argument for position on affirmative action, with reference to data from articles</td>
</tr>
<tr>
<td></td>
<td>- Background reading on <em>Brown vs. Board of Education</em></td>
</tr>
</tbody>
</table>

**Presentations and Summation of Course (Weeks 14 -15)**

<table>
<thead>
<tr>
<th>14.1</th>
<th><strong>Immigration Group Presentation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities</strong></td>
<td>- Groups present research on issue related to immigration</td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td>- Complete self-reflective rubric on collaboration</td>
</tr>
<tr>
<td></td>
<td>- Complete summary of learning logs</td>
</tr>
<tr>
<td><strong>DUE:</strong> Group based research project</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14.2</th>
<th><strong>Education Group Presentation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities</strong></td>
<td>- Groups present research on issue related to education</td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td>- Complete self-reflective rubric on collaboration</td>
</tr>
</tbody>
</table>

Approved by UCASC, April 19, to College Council, May 16, 2013
<table>
<thead>
<tr>
<th>15.1 Course Synthesis and Reflection</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Small group summary of key issue in course (each group focuses on one issue)</td>
</tr>
<tr>
<td></td>
<td>- Groups reconstitute so that groups are composed of members who each focused on a different issue within the prior small group work</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Complete self-reflective rubric on collaboration</td>
</tr>
<tr>
<td></td>
<td>- Complete summary of learning logs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15.2 Course Synthesis and Reflection</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Final class group activity (to be determined and planned by students)</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 3/30/13

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: PSYCHOLOGY

   b. Name and contact information of proposer(s): Jill Grose-Fifer, Ph.D.

      Email address(es): jgrose-fifer@jjay.cuny.edu
      Phone number(s): 646-557-4578

   a. Title of the course: PSY 1XX Memory: Imperfections, Injustices, and Improvement.

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

   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 is designed as a first year seminar to help students build important reading, writing, and information literacy skills as they are introduced to foundational psychological theories about memory. The course will introduce the theoretical framework and biological bases for different types of memory, and why memory is fallible. Students will develop their metacognitive skills by experimenting with various memory improvement techniques over the semester, and assessing which ones are most effective for them as individual learners. Students will apply their knowledge about how memory is constructed to better understand why memory-related injustices sometimes occur in real-life situations.

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

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.)

Approved by UCASC, April 19, 2013
This course has been developed in order to fulfill the Justice and the Individual section of the College Option option and centers on the idea that the success of first year students depends not only on effective teaching of discipline-related content, but also on successful acculturation to college life. This First Year Seminar: Memory: Imperfections, Injustices, and Improvement will introduce the theoretical framework and biological bases for different types of memory, which will help students to understand why memory is fallible. Students will develop foundational skills in reading, writing, information literacy, and working with their peers, which are crucial for the successful transition to college-level work. Students will be shown how to maximize their learning opportunities by making use of the college’s resources, such as the library and Writing Center, and by attending course-relevant, college-sponsored events on campus. Additionally, understanding how memory works will be invaluable to students when it comes to improving their own learning experiences. Students will be asked to reflect deeply on their own study habits and to be proactive in assessing which “memory-enhancing” techniques help them the most, this in turn, should lead to greater self-efficacy. In this course, students will be exposed to a variety of sources (scholarly texts, memoir, film, campus events) that will help them to develop their own perspectives about why and how real-life injustices may arise because of “memory errors,” especially those arising from eye witness misidentification.

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

This course will examine how people's memories can alter the course of justice. By examining the psychological basis of memory and how it operates in everyday life, this course will explore the constructive nature and malleability of memory and how this relates to phenomena such as forgetting, false memories, and the reliability of eye witness testimony.

4. **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 ______
   c. Credits ______3____

6. **Has this course been taught on an experimental basis?**
   X No  __ ___ Yes. If yes, then please provide:
   a. Semester(s) and year(s):

Approved by UCASC, April 19, 2013
b. Teacher(s):
c. Enrollment(s):
d. Prerequisites(s):

7. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

By the end of the course, students will be able to:
• Describe their own perspective as to how memory errors impact issues of justice.
• Identify problems about how memory works and propose solutions through evidence-based inquiry
• Assess the effectiveness of their 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             _____Yes

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

10a. 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:

**College Option:**

<table>
<thead>
<tr>
<th>Justice core 100-level: Justice &amp; the Individual</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice core 300-level: Struggle for Justice &amp; Equality in U.S.</td>
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<tr>
<td>Justice core 300-level: Justice in Global Perspective</td>
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<tr>
<td>Learning from the Past</td>
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<tr>
<td>Communication</td>
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</table>

Approved by UCASC, April 19, 2013
10b. Please explain why this course should be part of the selected area.

This course will allow students to construct their own knowledge base about the nature and fallibility of memory through experiential activities, readings, film and lectures. This will provide the basis for the exploration into the arena of how memory errors may lead to injustices, especially wrongful convictions due to eye witness misidentification. Students will also gather information about individual case histories to allow them to see the impact of memory errors in the criminal justice system and for them to use current research findings to propose solutions.

10c. If yes, frequency and number of sections to be offered for General Education:

Every semester __x___ Number of sections: ___1___

Fall semesters only ___ Number of sections: ______

Spring semesters only ___ Number of sections: ______

11. How will you assess student learning?

**Total points = 1000**

**Participation and attendance (100 points)**
This course is a seminar, as such students will be expected to be interactive in class, and to make regular and substantial contributions to the course by raising questions, thinking critically about the materials, and expressing their own relevant opinions about the course content. They will begin each class with a writing exercise based on that day’s readings, and the writing exercises will be used to guide the discussion for the class.

**Portfolio (500 points)**
Students will assemble a portfolio that will reflect how their reading, writing, information literacy and critical thinking skills about memory and justice issues evolve over the course of the semester. Each portfolio entry will be based on class-related activity and a series of guided questions designed to help them construct knowledge about their own memory, how memory works in general, and their perceptions of their learning experience. The portfolio will contain all their work, which will allow them to reflect on how their learning has changed over the semester, which will also be the theme for the final portfolio entry. The portfolio will also serve as a scaffold for students to develop essential writing components that they will use for a subsequent integrative essay assignment (see below).

**Portfolio integration research essay (100 points)**
Students will integrate several elements from their portfolio to write a research essay in which

Approved by UCASC, April 19, 2013
they will describe a real-life court case where a person was convicted primarily because an eye witness identified them as the perpetrator. They will summarize the crime and the eye witness testimony. They will imagine that they are an attorney who has been chosen to represent the defendant on his appeal. They will describe the psychological evidence (with appropriate APA citations) that they will present to the jury to persuade them that the eye witness testimony is not sufficiently reliable to prove their client’s guilt.

Opportunity Project (100 points)
In a separate section of their portfolio, students will create a unit called the Opportunity Project. They will demonstrate their commitment to being a John Jay citizen by becoming involved in various co-curricular opportunities at the college, for which they will be awarded “Opportunity points” for participating. The Opportunity Project is deliberately flexible in its design. Students must attend a tutoring session at the Writing Center and visit the library for their research projects, otherwise, there are many different ways to accumulate points. These include joining a club, attending a lecture, going to a seminar at the writing center, and many more. I will provide a list of suggested activities and we will add to this list as a class. Students will be asked to “advertise” any upcoming events so that other class members will also be able to participate. To get “Opportunity Points” for an activity students will be required to do three things: 1) present evidence of their attendance at the event (letter, photo, program, etc), 2) to write a brief statement summarizing the event/activity, and 3) a brief reflection on what they got out of it.

Collaborative Memory Project (200 points)
As a class we will brainstorm to design a very simple, multi-pronged project that will allow groups of students to test their specific hypotheses about peoples’ attitudes to memory. Students will work in groups to develop their hypotheses and to collect, analyze, interpret data and will present their work in conference-style poster format. Students will not only gain important preliminary experiential knowledge about how to conduct a research study but they will also construct their own knowledge about how memory operates and what other people believe about memory.

Specific Learning Outcomes for the course will be assessed in the following ways:

To assess whether students can describe their own perspective as to how memory errors impact issues of justice, students will:

- Describe the limitations of their own memories and that of others in their portfolio entries after participating in a variety of activities and demonstrations.
- Use a variety of sources to write portfolio entries about the ways in which memory is malleable and how memory errors have led to specific instances of wrongful conviction.
- Write a persuasive, integrative essay using elements from their portfolios in response to assigned readings, movies, and presentations, connecting what they have learned about

Approved by UCASC, April 19, 2013
the fallibility of their own memories to specific struggles over eye witness memory issues in the criminal justice system

To assess whether students can identify problems about how memory works and propose solutions through evidence-based inquiry, students will:

- Students will discuss readings, activities, and movies in seminars to identify problems with memory and what can be done to improve remembering.
- Students will use a variety of sources to write portfolio entries and an integrative essay about the ways in which memory is malleable and how memory errors have led to specific instances of wrongful conviction, and will be required to propose solutions as to what can be done to help prevent this in the future.
- Students will conduct a group project about a memory problem of their choice: They will be required to develop a hypothesis, collect and analyze survey data and will present their work orally in a poster session at the end of the semester.

To assess whether students can assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds, students will:

- Work collaboratively with each other in several different ways, e.g., listening to and commenting on others’ ideas in class discussions, working in small groups during in-class activities, peer editing, and working together on group research projects. Students will be asked to reflect critically on their contributions to each of these elements in their portfolio entries and to consider what they can do to improve their collaborative skills. Students will be especially encouraged to model their planned improvements on the successful collaborative practices demonstrated by their peers.

To assess whether students can demonstrate effective planning and reflection to accomplish specific course outcomes, students will:

- Submit, and periodically review, goals and timelines for more long-term projects, such as the group research project, and the Opportunity Project. In addition, students will reflect on their planning practices, academic growth, and personal growth, throughout the semester in their portfolio entries. In their final portfolio entry, students will reflect more holistically about their evolution across the entire semester; they will evaluate the efficacy of their planning abilities and will be asked to reflect how the skills acquired in this course will be useful in future classes.

To assess whether students have engaged with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth, students will:

Approved by UCASC, April 19, 2013
• Complete the Opportunity Project, where they will be awarded points for participating in various co-curricular opportunities at the college.

• Students must attend a tutoring session at the Writing Center and must visit the library for a workshop or consultation with a reference librarian; otherwise there are many possibilities as to how the points can be accumulated. To get Opportunity Project credit students will be required to do three things: 1) present evidence of their attendance at the event (letter, photo, program, etc), 2) to write a brief statement summarizing the event/activity, and 3) a brief reflection on what they got out of it.

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 X_
   ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) X_
   ➢ LexisNexis Universe _____
   ➢ Criminal Justice Abstracts __X__
   ➢ PsycINFO _X_
   ➢ Sociological Abstracts _____
   ➢ JSTOR _____
   ➢ SCOPUS _____
   ➢ Other (please name)
   __________________________________________

Approved by UCASC, April 19, 2013
13. **Syllabus – see attached**

14. Date of Department curriculum committee approval _3/30/13_

15. **Faculty** - Who will be assigned to teach this course? _Jill Grose-Fifer, Ph.D. will teach in Spring 2014, after that other Psychology faculty will teach the course who are interested in working with the FYE program_

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. Consulted

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: Tom Kucharski, Ph.D.
# John Jay General Education College Option Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>PSY 1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Memory: Imperfections, Injustices, and Improvement.</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Psychology</td>
</tr>
<tr>
<td>Discipline</td>
<td>Psychology</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 will examine how people's memories can alter the course of justice. By examining the psychological basis of memory and how it operates in everyday life, this course will explore the constructive nature and malleability of memory and how this relates to phenomena such as forgetting, false memories, and the reliability of eye witness testimony.</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

### 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></td>
<td></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.

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:

| · Describe the limitations of their own memories and that of others in their portfolio entries after participating in a variety of activities and demonstrations. | · Describe one’s own relationship to significant issues of justice |
| · Use a variety of sources to write portfolio entries about the ways in which memory is malleable and how memory errors have led to specific instances of wrongful conviction. | |
| · Write a persuasive, integrative essay using elements from their portfolios in response to assigned readings, movies, and presentations, connecting what they have learned about the fallibility of their own memories to specific struggles over eye witness memory issues in the criminal justice system | |
| · Students will discuss readings, activities, and movies in seminars to identify problems with memory and what can be done to improve remembering. Students will use a variety of sources to write portfolio entries and an integrative essay about the ways in which memory is malleable and how memory errors have led to specific instances of wrongful conviction, and will be required to propose solutions as to what can be done to help prevent this in the future. Students will conduct a group project about a memory problem of their choice: They will be required to develop a hypothesis, collect and analyze survey data and will present their work orally in a poster session at the end of the semester. | · Identify problems and propose solutions through evidence-based inquiry |
| · Work collaboratively with each other in several different ways, e.g., listening to and commenting on others’ ideas in class discussions, working in small groups during in-class activities, peer editing, and working together on group research projects. Students will be asked to reflect critically on their contributions to each of these elements in their portfolio entries and to consider what they can do to improve their collaborative skills. Students will be | · Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds |
especially encouraged to model their planned improvements on the successful collaborative practices demonstrated by their peers.

- Submit, and periodically review, goals and timelines for more long-term projects, such as the group research project, and the Opportunity Project. In addition, students will reflect on their planning practices, academic growth, and personal growth, throughout the semester in their portfolio entries. In their final portfolio entry, students will reflect more holistically about their evolution across the entire semester; they will evaluate the efficacy of their planning abilities and will be asked to reflect how the skills acquired in this course will be useful in future classes.

- Complete the Opportunity Project, where they will be awarded points for participating in various co-curricular opportunities at the college.
  - Students must attend a tutoring session at the Writing Center and must visit the library for a workshop or consultation with a reference librarian, otherwise there are many possibilities as to how the points can be accumulated. To get Opportunity Project credit students will be required to do three things: 1) present evidence of their attendance at the event (letter, photo, program, etc), 2) to write a brief statement summarizing the event/activity, and 3) a brief reflection on what they got out of it.

- 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
Email: jgrose-fifer@jjay.cuny.edu
Phone: 646-557-4578
Office Hours: Wed 4:30 to 6:30 pm, or by appointment.
Office: 10.65.12 (New Building)

Memory: Imperfections, Injustices, and Improvement.
First year Justice Core Seminar
PSY 1XX
Spring 2014
Monday and Wednesday
X am to Y am

COURSE DESCRIPTION:
This course will examine how people's memories can alter the course of justice. By examining the psychological basis of memory and how it operates in everyday life, this course will explore the constructive nature and malleability of memory and how this relates to phenomena such as forgetting, false memories, and the reliability of eye witness testimony.

LEARNING OUTCOMES:
• Students will describe their own perspective as to how memory errors impact issues of justice.
  You will accumulate experiential knowledge by participating in a variety of activities designed to demonstrate the limitations of your own memory, and that of others. You will use a variety of sources to demonstrate the ways in which memory is malleable and how memory errors have led to specific instances of wrongful conviction. You will write a persuasive integrative essay using elements from your portfolio in response to assigned readings, movies, and presentations, connecting what you have learned about the fallibility of your own memory to specific struggles over eye witness memory issues in the criminal justice system.
• Students will identify problems about how memory works and propose solutions through evidence-based inquiry
  You will engage in several individual and collaborative assignments and discussions that will help you to identify problems in terms of the fallibility of your own memories and what you can do to improve how you learn and remember. You will use a variety of sources to demonstrate the ways in which memory is malleable and how memory errors have led to specific instances of wrongful conviction, and you will propose solutions as to what can be done to help prevent this in the future.
• Students will assess the effectiveness of their own role in collaborations with people of diverse backgrounds
  A key feature of the success of the seminar is for you to work collaboratively with your classmates in several different ways, e.g., listening to and commenting on others’ ideas in class discussions, working in small groups during in-class activities, peer editing, and working together on group research projects. You will be asked to reflect critically on your contributions to each of these elements in your portfolio entries and to consider what you can do to improve your collaborative skills. You are especially encouraged to model your planned improvements on successful collaborative practices demonstrated by your peers.
• Students will demonstrate effective planning and reflection to accomplish specific course outcomes
  You will submit, and periodically review, goals and timelines for more long-term projects, such as the group research project, and the Opportunity Project. In addition, you will reflect on your planning practices, academic growth, and personal growth, throughout the semester in your portfolio entries. In your final portfolio entry, you will reflect more holistically about your evolution across the entire semester; you will evaluate the efficacy of your planning abilities and reflect on how the skills acquired in this course will be useful in future classes.
• Students will engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth
  You will demonstrate your commitment to being a John Jay citizen through the completion of the Opportunity Project where you will be awarded points for participating in various co-curricular opportunities at the college. The Opportunity Project is deliberately flexible in its design. You must attend a tutoring session at the Writing Center and must visit the library for a workshop or consultation with a reference librarian, otherwise there are many possibilities as to how the points can be accumulated. To get
Opportunity Project credit you will be required to do three things: 1) present evidence of your attendance at the event (letter, photo, program, etc), 2) to write a brief statement summarizing the event/activity, and 3) a brief reflection on what you got out of it.

REQUIRED BOOKS:
There is no required textbook for this course. However, there will be reading assignments for most classes (these will be posted on Blackboard) and we will all read the book, *Picking Cotton.* Thompson-Cannino, J., Cotton, R., & Torneo, E. (2009). *Picking Cotton: Our memoir of injustice and redemption.* New York: St. Martin's Press. ISBN: 978-0312599539

ASSESSMENT:
Grade breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and attendance</td>
<td>100</td>
</tr>
<tr>
<td>Portfolio</td>
<td>500</td>
</tr>
<tr>
<td>Portfolio integration essay</td>
<td>100</td>
</tr>
<tr>
<td>Opportunity Project</td>
<td>100</td>
</tr>
<tr>
<td>Collaborative Project</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1000</td>
</tr>
</tbody>
</table>

How final grades will be assigned from points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>930 - 1000</td>
</tr>
<tr>
<td>B</td>
<td>830 - 869</td>
</tr>
<tr>
<td>C</td>
<td>730 - 769</td>
</tr>
<tr>
<td>D</td>
<td>630 - 669</td>
</tr>
<tr>
<td>A-</td>
<td>900 - 929</td>
</tr>
<tr>
<td>B-</td>
<td>800 - 829</td>
</tr>
<tr>
<td>C-</td>
<td>700 - 729</td>
</tr>
<tr>
<td>D-</td>
<td>600 - 629</td>
</tr>
<tr>
<td>B+</td>
<td>870 - 899</td>
</tr>
<tr>
<td>C+</td>
<td>770 - 799</td>
</tr>
<tr>
<td>D+</td>
<td>670 - 699</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 600</td>
</tr>
</tbody>
</table>

Note: Grades less than C are considered unsatisfactory.

Participation and attendance (100 points)
This course is a seminar, as such students will be expected to be interactive in class, and to make regular and substantial contributions to the course by raising questions, thinking critically about the materials, and expressing their own relevant opinions about the course content. We will all learn from each other and will benefit from each others’ experiences. As part of your seminar participation, you will begin each class with a writing exercise based on that day’s readings, and so it is also essential that you come prepared. These writing exercises will be used to guide the discussion for the class. Please note that regular attendance is an essential element for excelling in this class. If you have a valid excuse then as a matter of courtesy I ask that you please email me to let me know that you will be absent from a class. Please try to be on time as late arrivals are disruptive and your classmates will be relying on your presence for group activities. **Excessive absence (more than 4 classes) or recurring lateness may result in a failing grade.**

Portfolio (500 points)
You will assemble a portfolio that will reflect how your reading, writing, information literacy and critical thinking skills about memory and justice issues evolve over the course of the semester. Each portfolio entry will be based on class-related activity and a series of guided questions designed to help you construct knowledge about your own memory, how memory works in general, and/or your perceptions of the learning experience. Please note that your portfolio will contain all your work, even if you rewrite sections, you should have all of your drafts in the portfolio. This will allow you to reflect on how your learning has changed over the semester, which will be the theme for the final portfolio entry.

Portfolio integration research essay (100 points)
You will integrate several elements from your portfolio to write a research essay in which you will describe a real-life court case where a person was convicted primarily because an eye witness identified them as the perpetrator. You will summarize the crime that they were accused of committing, and the eye witness testimony. Imagine that you are an attorney who has been chosen to represent the defendant on his appeal. Describe the psychological evidence that you will present to the jury to persuade them that the eye witness testimony is not sufficiently reliable to prove your client’s guilt beyond reasonable doubt. Remember that you will have to make the information accessible and persuasive but you will also have to provide strong scientific evidence (with citations) to support your claims.

Opportunity Project (100 points)
In a separate section of your portfolio, you will create a unit called the **Opportunity Project.** You will demonstrate your commitment to being a John Jay citizen by becoming involved in various co-curricular opportunities at John Jay, for which you will be awarded “Opportunity points” for participating. The Opportunity Project is deliberately flexible in its design. You must attend a tutoring
session at the Writing Center and visit with a reference librarian for their research projects, otherwise, there are almost limitless ways to accumulate points. These include joining a club, attending a lecture, going to a seminar at the writing center, and many more. I will provide a list of suggested activities and associated points and we will add to this list as a class as the semester gets underway. In general, most activities will be 15 - 20 points. You are asked to “advertise” any upcoming events so that your other class members will also be able to participate. To get “Opportunity Points” for an activity you will be required to do three things: 1) present evidence of their attendance at the event (letter, photo, program, etc), 2) to write a brief statement summarizing the event/activity, and 3) a brief reflection on what they got out of it.

Collaborative Memory Project (200 points)
Carrying out psychological research requires training in statistics and research methods that you will get in later courses, however, with my guidance you will carry out a preliminary research-style project that will require you to collaborate with your classmates. Together we will think about hypothesis generation, the practicalities of collecting data and how to present your results. We will brainstorm to come up with a general theme, and then we will set about designing a survey that will require students to work together in groups to investigate their own specific question about peoples’ attitudes regarding how memory works.

Writing Center
The Writing Center, located in room 01.68 New Building, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student and I encourage you to use it. If I give you 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.

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

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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.

(Course Calendar)

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Portfolio assignment</th>
<th>Readings/Viewings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction – Overview of course and Blackboard help.</td>
<td>Reflection on making the most of being a student at JJay: Create a time management plan for the semester.</td>
<td>John Jay Website student Life Science Daily Facebook use and college grades <a href="http://www.sciencedaily.com/releases/2009/04/090413180538.htm">http://www.sciencedaily.com/releases/2009/04/090413180538.htm</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vance Granville Community College - Time management for students.</td>
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<tr>
<td></td>
<td>LIBRARY VISIT</td>
<td>John Jay Library website</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Innocence Project</td>
<td>Choose a case history from the website and summarize in your own words</td>
<td><a href="http://www.innocenceproject.org/">http://www.innocenceproject.org/</a> Use the search engine to ensure that you are selecting cases related to memory issues.</td>
</tr>
<tr>
<td></td>
<td>Brainstorm research project theme</td>
<td>APA (n.d.) How to Be A Wise Consumer of Psychological Research</td>
<td><a href="http://www.apa.org/research/action/mer.aspx">http://www.apa.org/research/action/mer.aspx</a></td>
</tr>
<tr>
<td></td>
<td>LIBRARY VISIT</td>
<td></td>
<td>John Jay Library Website: How to find information for a research project: <a href="http://guides.lib.jjay.cuny.edu/content.php?pid=209735&amp;sid=2818726">http://guides.lib.jjay.cuny.edu/content.php?pid=209735&amp;sid=2818726</a> Evaluating information sources <a href="http://guides.lib.jjay.cuny.edu/evaluatingsources">http://guides.lib.jjay.cuny.edu/evaluatingsources</a></td>
</tr>
<tr>
<td></td>
<td>GROUP WORK – Research Project - Hypotheses generation and survey design</td>
<td>Reflection on your how your group work is going and what you can do to be a better team member</td>
<td><a href="http://www.uarts.edu/students/helpful-tips-collaboration-and-group-work">http://www.uarts.edu/students/helpful-tips-collaboration-and-group-work</a></td>
</tr>
<tr>
<td></td>
<td>GROUP WORK Research Project Data collection</td>
<td>Reflection on your how your group work is going and what you can do to be a better team member</td>
<td><a href="http://www.surveysystem.com/sdesign.htm">http://www.surveysystem.com/sdesign.htm</a></td>
</tr>
<tr>
<td></td>
<td>Class discussion – Memory improvement</td>
<td>Reflection on memory improvement. How did today’s discussion change how you think about how to study for an exam? Reflect on which technique you have found most helpful.</td>
<td><a href="http://www.samford.edu/how-to-study/">http://www.samford.edu/how-to-study/</a></td>
</tr>
<tr>
<td></td>
<td>Portfolio research paper – peer review of 1st draft</td>
<td>Reflection on peer review process of 1st draft of portfolio essay</td>
<td><a href="http://serc.carleton.edu/introgeo/peerreview/tips.html">http://serc.carleton.edu/introgeo/peerreview/tips.html</a></td>
</tr>
<tr>
<td></td>
<td>GROUP WORK Research Project</td>
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</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>23</td>
<td>GROUP WORK Research Project</td>
<td>Reflection on Writing Center experience help with 2nd draft of portfolio essay</td>
<td></td>
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<tr>
<td>24</td>
<td>GROUP WORK Research Project</td>
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<td></td>
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<tr>
<td>25</td>
<td>FILM: Memento</td>
<td></td>
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<tr>
<td>26</td>
<td>FILM discussion</td>
<td>Reflection on film: How realistic do you think the movie was? Connect what you have learned about memory loss with the experiences of the main character.</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Field trip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>POSTER PRESENTATIONS</td>
<td>Write a letter to your &quot;first week of college self&quot; from your “last week of college self.” Focus on what you wish you would have known about academics and life in general. Final draft portfolio integration essay due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FINAL EXAM</td>
<td></td>
<td></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 __April 3, 2013________________  

1.  
a. **Department(s) or program(s)** proposing this course __Anthropology________  
b. **Name** and contact information of proposer(s) __Avram Bornstein________  
   Email address(es) __abornstein@jjay.cuny.edu________  
   Phone number(s) __212-237-8287________  

2.  
a. **Title of the course** __Policing in a Multiracial & Multicultural City__  
b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) __PoliceRace&Culture___________________  
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 is an introductory and required course in the Police Studies program which is currently aimed at students in the NYPD.  This course will introduce new concepts and basic vocabulary relevant to the study of racial/ethnic identity and policing, as well as basic reading, writing and research skills.  
   
   d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): __ANT 1XX____________  

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 an introductory and required course in the NYPD Police Leadership program. The program provides New York City police officers and supervisors with skills that enhance public safety service delivery and police management. In addition, the program is aimed at recruiting students in the NYPD into the College. This course and the program are meant to provide a path for increasing the professionalism of law enforcement through higher education. The undergraduate program offers students four free courses: two required and two electives. The undergraduate program is designed to achieve two kinds of learning goals: learning complex content that is relevant to policing and strengthening college-level literacy and critical thinking. After completing the four-
course undergraduate program, many officers are only six courses away from completing the bachelor degree requirements in Criminal Justice.

This course, ANT 190: Policing in a Multiracial & Multicultural City, is critical because it helps students come up to speed in their college skills and introduces scholarly ideas and language about policing from the social sciences. After taking this (as well as PSC 191 Supervision and Leadership in Police Services) students are more prepared to succeed in more advanced courses in the program like History 214: Immigration and Ethnicity in the United States, Law 313: Law and Politics of Race Relations; and CRJ 321: Police Ethics.

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 impact of racial and ethnic diversity, social structure, and oppression in the U.S. with a focus on policing in New York City. Students examine a) the history of race and policing, b) the impact of racial and cultural myths and realities on contemporary police perceptions and responses to crime and on community perceptions and responses to law enforcement, and c) a variety of interventions made by police and communities to mitigate the legacy of racism.

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

This course is restricted to students enrolled in the College’s NYPD program

6. Number of:
   a. Class hours       3
   b. Lab hours         na
   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): F & S continuously since 2001
   b. Teacher(s): ANT faculty
   c. Enrollment(s): 2 or 3 sections with about 25
   d. Prerequisites(s):

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?
1) Students will read scholarly texts and show their understanding in short weekly quizzes, weekly discussions, and writing essays in response to specific questions.

2) Students will find, retrieve and use research materials for an essay.

3) Students will understand the long-standing impacts of race and ethnicity in New York City, especially in law enforcement, and demonstrate their understanding by participating in weekly discussions and writing essays in response to specific questions.

4) Students will systematically reflect on their roles as current or future police supervisors in dealing with racial and ethnic conflict in weekly discussions and writing essays in response to specific questions.

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)

   Required core course for the NYPD Leadership Program

10a. 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   ___X____   Yes ______  If yes, please indicate the area:

11. How will you assess student learning?

    Students will receive five letter grades: three for written assignments, one for weekly quizzes and one for attendance and participation. The five letter grades will be averaged to calculate a final course grade.

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 __Ellen Belcher_______________________
   • 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+_____

Approved by UCASC, April 19, to College Council, May 16, 2013
13. **Syllabus – see attached**

14. Date of Department curriculum committee approval __2-6-13___________________

15. **Faculty** - Who will be assigned to teach this course? _Avram Bornstein, Carmen Solis, Sophine Charles, Basir Mchawi, Sandra Proctor_

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.

The syllabus and course proposal have been sent to the Chair of LPS, Maki Haberfeld, and have been approved by her.

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:
Ric Curtis, Anthropology Chair

Avram Bornstein, Academic Co-Director of the Police Studies Program

Maki Haberfeld, Academic Co-Director of the Police Studies Program
POLICE SUPERVISION IN A MULTIRACIAL & MULTICULTURAL CITY: ANT 190
The John Jay College of Criminal Justice CUNY Spring 2013
Friday 9-11:45am Room 209T
Professor Avram Bornstein, Email: abornstein@jjay.cuny.edu, Phone: 212-237-8287
Office Hours: Wednesday 1-2 pm and Friday 2:45-3:30pm

COURSE DESCRIPTION

This course focuses on the impact of racial and ethnic diversity, social structure, and oppression in the U.S. with a focus on policing in New York City. Students examine a) the history of race and policing, b) the impact of racial and cultural myths and realities on contemporary police perceptions and responses to crime and on community perceptions and responses to law enforcement, and c) a variety of interventions made by police and communities to mitigate the legacy of racism.

LEARNING OBJECTIVES

1) Students will read scholarly texts and show their understanding in short weekly quizzes, weekly discussions, and writing essays in response to specific questions.

2) Students will find, retrieve and use research materials for an essay.

3) Students will understand the long-standing impacts of race and ethnicity in New York City, especially in law enforcement, and demonstrate their understanding by participating in weekly discussions and writing essays in response to specific questions.

4) Students will systematically reflect on their roles as current or future police supervisors in dealing with racial and ethnic conflict in weekly discussions and writing essays in response to specific questions.

GRADING

Students will receive five letter grades: three for written assignments, one for weekly quizzes and one for attendance and participation. The five letter grades will be averaged to calculate a final course grade. Assignment letter grades will be numerically valued as follows: A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, etc. The final numerical average will be assigned a final letter grade as follows: A = 3.8-4.0, A- = 3.5-3.7, B+ = 3.2-3.4, B = 2.8-3.1, B- = 2.5-2.7, C+ = 2.2-2.4, etc.

Students will receive three written assignments, from two to four pages, to be done outside of class. Students should be sure to: a) answer the assigned question; b) type the response; c) meet the minimum page requirement (a page means approximately 250 words, double-spaced, in 12 point Times Roman font, with one inch margins all around); d) use spell-check and then proofread a printed draft of the paper for spelling, grammar and structural problems; e) type their name at the top of the first page (there is no need for a title page, a cover or a folder); f) use properly cited quotations or references in APA style when referring to the book or other reading material.

Assignments are due on the dates indicated on the assignments. Late assignments will be accepted until the previous graded assignments are returned, but will have their grades lowered a
fraction or more according to degree. Exceptions will be made in emergencies at the discretion of the professor, but computer problems, bad planning and the common cold are not considered emergencies.

Plagiarism, which is the intentional or unintentional use of someone else's written work as if it were your own, will receive a failing grade, will be reported to college administrators, and may bring greater penalty according to degree. Whenever someone else's ideas are used in your writing, that person must be given credit, and if you use their words, those words must be inside quotation marks and have a proper citation. This is serious.

Each student will receive a grade for in class quizzes on the assigned reading and for participation in class activities. You must come to class prepared for the quiz and for discussion of the reading for the day. Absenteeism and excessive lateness will badly hurt your participation grade. Perfect attendance can help a borderline final grade. You may not wear headphones. Please turn of all cell-phones or put them on vibrate.

READINGS
All readings listed in the course schedule below are available on “Blackboard.” Go to the CUNY webpage: cuny.edu
In the upper left hand under “Welcome to CUNY” click “Portal Log-in / Blackboard / eSIMS.” The first time you do this you must create a portal account. Follow the direction to get to your blackboard page.

SCHEDULE*

2/1   Introductions

I. Historical Perspectives on Race & Policing
2/8   Origins of American Policing

2/15  Segregation in America

2/22  Zero Tolerance

3/1   First essay due

II. Community Perceptions of Policing
3/8   Inequality in the Age of Colorblindness

Approved by UCASC, April 19, to College Council, May 16, 2013
3/15 Perceptions of Youth
3/22 Civil Rights and Stop and Frisk
3/29 NO CLASS
4/5 Second essay due

IV. Interventions

4/12 Civilian Oversight
4/19 Building Bridges
4/26 Police Diversity
5/3 Third essay due
5/10 final exam period

*This class meets the required 45 academic hour requirement by meeting for fourteen 2-hour and 45-minute sessions instead of the standard fifteen 2-hour and 30-minute sessions.
ANT 190 This assignment is due Friday March 1, 2013

First Essay

Considering the readings from class (and more if you like), write a three to four-page essay in which you answer the following question:

   How has the changing social structure in the US, particularly in New York, changed the functions of policing?

Grading rubric (what you will be graded on):
1. directly answer the question;
2. demonstrate understanding readings;
3. meet the proper length and format (a page means approximately 250 words, double-spaced, in 12 point Courier or Times Roman font, with one inch margins all around);
4. use accurate spelling and grammar (use spell-check and then proofread a printed draft of your paper for spelling, grammar and structural problems);
5. use properly cited quotations or references when referring to the book, articles or other reading material;
6. include your name at the top of the first page (there is no need for a title page, a cover or a folder).

HELPFUL POINT:
    In a scholarly essay, if you quote from the book, or from some other source, you should include the citations in the essay. It could appear as follows:

    or

If you don’t use a direct quotation, just their idea which you put in your own words, then you don’t need the page number, just the author and date. At the end of the essay you should list the references or bibliographic sources that you cited. Each listing should include the author(s), date, title, source or publisher and place of publication. For example, a book should appear as


If you need help with doing citations, you can find a style guide at the John Jay Library website. On the main page, click “For Students” and you will see the tab to click for “APA style guides.”
ANT 190

Second Essay

This assignment is due Friday April 5, 2013

Considering the readings from class and any outside research you care to do, please write a three to four-page essay in which you answer the following question:

How are the tactics of intensive policing (like writing lots of UF-250s and C-summonses) perceived in different communities in New York City?

Grading rubric (what you will be graded on)
Directly answering the question;
Demonstrate an understanding of the readings;
Proper length and format (a page means approximately 250 words, double-spaced, in 12 point Courier or Times Roman font, with one inch margins all around, intro/body/conclusion);
Accuracy of spelling and grammar (use spell-check and then proofread a printed draft of your paper for spelling, grammar and structural problems);
Use of properly cited quotations or references when referring to the book, articles or other reading material;
Name at the top of the first page (there is no need for a title page, a cover or a folder).

HELPFUL POINT:
In a scholarly essay, if you quote from the book, or from some other source, you should include the citations in the essay. It could appear as follows:


If you don’t use a direct quotation, just their idea which you put in your own words, then you don’t need the page number, just the author and date. At the end of the essay you should list the references or bibliographic sources that you cited. Each listing should include the author(s), date, title, source or publisher and place of publication. For example:


If you need help with doing citations, you can find a style guide at the John Jay Library website. On the main page, click “For Students” and you will see the tab to click for “APA style guides.”
ETH 190  
Third Essay

Considering the readings from class and at least one scholarly source retrieved from the electronic library, please write a four-page essay in which you answer the following question:

What kind of interventions (changes) can be made in policing to stop the ongoing reproduction of white social supremacy?

We understand that the reproduction of white social supremacy, (which is the disparate subordination of people of color compared to whites,) is also perpetuated by other institutions like education systems, financial systems, real estate markets, and the family. However, we are asking you to focus on policing.

Grading rubric (what you will be graded on)
Directly answering the question;
Demonstrate an understanding of the readings;
Proper length and format (a page means approximately 250 words, double-spaced, in 12 point Courier or Times Roman font, with one inch margins all around);
Accuracy of spelling and grammar (use spell-check and then proofread a printed draft of your paper for spelling, grammar and structural problems);
Use of properly cited quotations or references when referring to the book, articles or other reading material;
Name at the top of the first page (there is no need for a title page, a cover or a folder).

HELPFUL POINT:
In a scholarly essay, if you quote from the book, or from some other source, you should include the citations in the essay. It could appear as follows:


If you don’t use a direct quotation, just their idea which you put in your own words, then you don’t need the page number, just the author and date. At the end of the essay you should list the references or bibliographic sources that you cited. Each listing should include the author(s), date, title, source or publisher and place of publication. For example:


If you need help with doing citations, you can find a style guide at the John Jay Library website. On the main page, click “For Students” and you will see the tab to click for “APA style guides.”
New Course Proposal Form

Date Submitted __February 22, 2013__

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

   b. Name and contact information of proposer(s) __Maki Haberfeld________________

      Email address(es) ________________________________
      Phone number(s) ________________________________

2. a. Title of the course __Supervisory Leadership for Police Services____________________

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) __Leadership for Police______________________________

   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 is an introductory course for the NYPD Police Leadership Program. It is designed to provide students with an effective introduction to the core concepts and theories of police leadership and to help students develop basic academic skills. The course is offered at the 100-level because it is designed to be a gateway to more advanced courses in this area of study.

d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): __PSC 1XX (191)________________

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 and the NYPD Police Leadership program are meant to provide a path for increasing the professionalism of leaders in law enforcement through higher education. Many law enforcement agencies face real problems in identifying good leaders when a position becomes available. One reason for poor pools of candidates is because the development and training of leadership skills start too late. Another reason is because the potential leaders think more about management than leadership. Developing a leader is a long-term process in which encouragement, modeling, and support are combined with natural skills, and the education should begin on the first day of an officer’s career. This course is required because proper leadership in policing is important to the profession.

Approved by UCASC, April 19, to College Council, May 16, 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.)

This course in the NYPD Police Studies program is for police supervisors, and those preparing to be. This class will enhance students' supervisory leadership skills and potential in a learning environment that requires active participation from all students. Students will engage in class discussions, case study analyses, and group exercises in addition to completing written assignments and exams.

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.

**Restricted to students in the NYPD Police Program**

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

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

   ____ No   ____ X Yes. If yes, then please provide:
   a. Semester(s) and year(s): F & S continuously since 2001
   b. Teacher(s): Fraher, Walsh, McDonald, Walker, McElrath
   c. Enrollment(s): 2-3 sections each semester w/ about 25
   d. Prerequisites(s): none

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

   Upon completion of the course students will be able to:
   - Identify various obstacles to effective police performance.
   - Understand the difference between managing and leading police officers.
   - Understand various organizational theories behind police daily operations.
   - Deal with the various impediments to effective on-the-job performance.
   - Identify effective strategies for leading police employees.
   - Demonstrate analytical, ethical and critical reasoning skills in oral and written form.

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)

Required core course for the NYPD Police Studies Program

10a. 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 _____ If yes, please indicate the area:

11. How will you assess student learning?
Each student’s grade for this course is derived in the following manner. Home Assignments 40%, Mid-Term Examination 20%, Final Examination 20%, Class Participation 20%

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 _____ Ellen Belcher on 1/29/13

• 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+ ____
➢ 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) ____________________________

13. Syllabus – see attached

14. Date of Department curriculum committee approval _____1/31/2013____

15. Faculty - Who will be assigned to teach this course? ____LPS faculty____

Approved by UCASC, April 19, to College Council, May 16, 2013
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:
    Dr. Maria (Maki) Haberfeld
    Chair, LPS

Approved by UCASC, April 19, to College Council, May 16, 2013
SUPERVISORY LEADERSHIP FOR POLICE SERVICES (PSC/PAD 191)
NYPD Program—John Jay College of Criminal Justice- Spring 2013

Goal: The goal of this course is to enhance the students' understanding of effective supervision and the importance of leadership at all levels of policing.

Course Description: This course in the NYPD Police Studies program is for police supervisors, and those preparing to be. This class will enhance students’ supervisory leadership skills and potential in a learning environment that requires active participation from all students. Students will engage in class discussions, case study analyses, and group exercises in addition to completing written assignments and exams. (See faculty list on last page.)

Learning Outcomes: Upon completion of the course students will be able to:

- Identify various obstacles to effective police performance
- Understand the difference between managing and leading police officers
- Understand various organizational theories behind police daily operations
- Deal with the various impediments to effective on-the-job performance
- Identify effective strategies for leading police employees
- Demonstrate analytical, ethical and critical reasoning skills in oral and written form

Student Role: Student participation--before class through homework, in class through discussion, and outside of class with faculty and other students--is central to this course. This course is designed to draw upon student experiences, their engagement with readings and assignments and their reflections on the ideas presented. Faculty will facilitate the learning process by leading class discussions towards an understanding of concepts of supervision and leadership that will help students in their jobs and careers.

Grading Protocols: Each student's grade for this course is derived in the following manner. Home Assignments 40%, Mid-Term Examination 20%, Final Examination 20%, Class Participation 20%.

Homework: Your weekly home assignments are a foundation activity of this course. Each week's questions (1) are related to your jobs, (2) connect to material in the text, (3) establish a basis for classroom discussion, and (4) comprise the entire question pool for the mid-term and final exams. The student should answer thoughtfully about police supervision and leadership in light of ideas raised by the text, syllabus questions, and faculty. These assignments are not graded for "right" answers. Rather, grading and feedback will reflect the student's degree of engagement with the assignment.

Class Participation: Active learning means coming to class having engaged with readings and assignments and being ready to discuss these in the context of your work. Classroom learning requires student reaction, responses and interchanges. Accordingly, part of the class grade will reflect the student's degree of participation.

Approved by UCASC, April 19, to College Council, May 16, 2013
Mid-Term Examination: An in-class, closed book exam will be given during Week 8. This exam will consist of three questions drawn directly from the questions in the first half of the syllabus.

Final Examination: An in-class, closed book exam will be given on the last class day. Each student must answer three questions drawn directly from the second half of the syllabus.

Attendance: Attendance counts. Two or more absences will be factored negatively into your grade. More than four full days' unexcused absence will result in a failing grade.

Timely completion of work: Assignments must be submitted on time and tests taken on time in order to receive full credit. Regardless of the reasons for lateness, grading late submissions on the same basis as timely submissions is unfair to students who were on time. Class faculty will provide their e-mail address on the first day of class. Please e-mail your assignments when due if unforeseen circumstances prevent your in-person attendance.

Bottom Line: Coming to class prepared is the best way to enhance your learning and that of your fellow students.

Book for this Course:


Schedule:

NOTE: This schedule is arranged by class (Week 1, Week 2 . . . Week 14) and session segments within each class. The topics, readings and homework/focus questions for any given class will be the basis for discussion and activity in that class. While the foundation for any class will be the topics and tasks identified in this syllabus, the instructor may modify topic sequence and emphasis in order to better meet the needs of the class.

WEEK ONE: OVERVIEW OF MANAGEMENT AND LEADERSHIP IN CONTEMPORARY POLICE SERVICES

Session 1: Class Keynote and Orientation: General Assembly

Welcoming Session: The values and visions that created the course. Orientation to college services

Session 2: Getting Started
Course Introduction: Student survey, home class introductions, participant expectations. Discussion of focus question

Focus Questions: Do one's motives for becoming a police officer or a police supervisor make a difference in how effectively the job is done? Would you give more respect to someone who took a lieutenant's test to "get off the street" or someone who sought to rise up in order to "make front line policing work better?" Do you see a difference, in terms of the effectiveness of your supervisors, between those who have only command authority ("the stripes") and those who also have command competency ("the right stuff")? What, in your view, is the "right stuff?" How would you characterize the thinking of NYPD officers in general with respect to developing new ways of delivering police services: Is there a "status quo" attitude or a "go for it" attitude? Why?

NOTE: Except where specified, all questions in this syllabus must be answered in writing prior to the class in which the material is to be discussed. Please follow the advice of Schroeder and Lombardo (pp. 96-98{5.12-5.13}) in preparing your written answers. Following the text’s advice on how to write clearly will help improve your submissions and your grade. Since homework accounts for 40% of your grade, and prepares you for class participation and exams that count for the rest, well-done homework is the key to class success.

WEEK 2: The Roles of a Supervisor (Read: Schroeder, Chapter 1., Haberfeld, Chapter 1, Prepare written essay answers to Questions 1 and 2 below and submit at Week 2’s class. Complete Question 3 directly on this syllabus prior to class.)

1. Your text says that sergeants are caught between a rock (the officers on the street) and a hard place (management policy the sergeant must enforce). Think of sergeants (or, if you are a sergeant, lieutenants) you have known. What do you think of those who mainly championed their subordinates? What do you think of those who seemed mostly concerned with imposing management’s policy on their subordinates? What do you think of supervisors who manage to balance both approaches?

2. “Leadership (is) influencing organizational members to use their energies willingly and appropriately to facilitate the achievement of the police department’s goals.” Which skill—technical, interpersonal, analytical—most contributes to effective leadership? How do leadership and interpersonal abilities contribute to carrying out the following supervisory responsibilities (1) being an "early detector" (2) being an "ethical guardian," (3) being a "linking pin," (4) being an evaluator?

3. Your texts make an important distinction between technical skills and interpersonal skills. What specific technical skills make police supervisors more effective? What specific interpersonal “tendencies” make police supervisors more effective? How have your supervisors shown the analytic, problem-solving, skills mentioned by your text? Now think of the best supervisor you have had. Using the scale below, rate him or her for each of the “skill sets.” Now think of the worst supervisor you have had.
Rate him or her on the “skill sets.” While rating, consider August Vollmer’s ideal prescription for a “good policeman” that is the framework for Haberfeld, Chapter 1.

Be ready to discuss the skills you have selected and the ratings you give. Enter your ratings directly on the syllabus. No essay answer required for this question.

Rating Scale  ➔  1=Awful  2=Poor  3=Average  4=Good  5=Excellent

Skill Sets

<table>
<thead>
<tr>
<th>Skill Sets</th>
<th>Best Supervisor</th>
<th>Worst Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Skills</td>
<td></td>
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<tr>
<td>Interpersonal Skills</td>
<td></td>
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<tr>
<td>Problem-Solving Skills</td>
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</tbody>
</table>

WEEK 3: The Managerial Functions of Police Supervision (Read: Schroeder, Chapter 2. Submit written essay answers to Questions 1 and 2 below in Week 3’s class. Formulate answers to Question 3 to prepare for class discussion.)

1. Define span of control, chain of command, and unity of command. What three factors do you think are most important in determining how broad or narrow a superior's span of control will be? Justify your choices. Identify the "exceptions" to chain of command and unity of command. Discuss one "exception" to either principle with which you are familiar either from direct experience or by observing examples of the "exception" on the job.

2. Contrast line, staff and functional authority. Then discuss how these three types of authority can become "blended" with supervisors invested with one type of authority also exercising other forms of authority. In your discussion, use examples from the job where possible and also consider how officers on the line are affected by, and respond to, directives from staff and functional offices in the department.

3. A police supervisor who delegates work to subordinates is (a) transferring the authority to act and (b) identifying those responsible for acting, as well as (c) assigning accountability for task results. While delegation requires a clear and unequivocal transfer of the authority to act, superiors share with subordinates the responsibility for acting and the accountability for results. Your text is emphatic that "the buck stops" with the supervisors, not the officers on the line, when it comes to responsibility and accountability. In the following examples, be ready to discuss in class you believe went right or wrong with the transfer of authority, with identifying those responsible for acting, with assigning accountability and with the sharing of responsibility/accountability between superiors and subordinates.
1. Sergeant Jones: "Officer Smith, keep an eye on that drug set from the observation post, but do not call in the rest of the team unless you check with me first."

2. Lieutenant Easton, speaking to the precinct's squad and sector sergeants. "The 'no tolerance for misdemeanor' policy speaks for itself. Make sure misdemeanor citations go up. It's your responsibility, not mine, and I'll hold you accountable."

3. Captain McDuff: "Why did the protest rally get out of hand? My community relations officer was clueless about this group and my officers on the scene didn't do their jobs."

4. Sergeant Perez at roll call: "Guys, your job is to make sure nothing goes wrong out there. So go out and do your jobs. I'll be around if you need me."

WEEK 4: Leadership and Supervision Computer Simulation Exercises. Pending scheduling use of the computer lab for each section.

Leadership and Supervision (Read: Schroeder, Chapter 4., Haberfeld, pp. 136-143. Prepare written essay answers to Questions 1-3 below and submit at Week 4’s class. Complete the ratings for Question 3 directly on this syllabus prior to class.)

“Leaders walk their talk. In true leaders there is no gap between the theories they espouse and the life they practice.” Warren Bennis, On Becoming a Leader, 1989:160

1. In Chapter 4’s opening example, what things did Sergeant Egos do that reduced the initiative and morale of his officers? What can supervisors do to get work done willingly by officers who both respect the job to be done and the supervisor who has assigned that job? Your answer should draw upon the chapter-ending discussion (pp.65-72 {4.8-4.10.B.ii}) of the leader’s role in facilitating morale, motivation and decision-making.

2. In the text's discussion of leadership styles, each style has advantages and drawbacks that depend on the situation in which the supervisor finds himself or herself. Pick out the style that you think would work best if you were the supervisor of your unit (or, if you already are a supervisor, a style that would work best if you were promoted to that position that supervises you.) Explain why you have chosen this style, showing how the advantages and drawbacks your text identifies with the style apply in your work situation. How does Bergner's model of police leadership (Haberfeld, 138-139) match up to the leadership styles discussed by Schroeder and Lombardo? What tone would the top brass of a police agency have to set to make possible the adoption of Bergner's leadership characteristics by supervisors up and down the line.

3. Think of the best supervisor you have had. Using the scale below, rate how that supervisor carried out each of the leadership principles. Rate the worst supervisor you have had on the same scale. Enter your ratings right on the syllabus. In the answer you submit to your instructor, identify those two principles that you think are most important to effective leadership. Then, identify specific steps that your “worst” supervisor could have taken in order to improve on those two principles.
WEEK 5: The Supervisor as Communicator and Interviewer (Read: Schroeder, Chapters 5 and 6, Haberfeld, Chapter 10, pp. 194-195. Prepare written essay answers to Questions 1-3 below and submit at Week 5’s class. Do Question 4 on this syllabus prior to class.)

1. Discuss the principles of effective communications (pp. 85-89 {5.5-5.6.F}). Identify why each principle is important. Use examples from your own experience where applying each principle (or failing to effectively apply the principle) resulted in the success or failure of a communication in any area of your life. Then, discuss specifically the issuance of orders in a police setting (pp. 91-94 {5.9-5.9D}). Explain how the basic principles of communications relate to the type of order chosen, the ways in which its receipt is verified, and the follow-up methods used.

2. In organizations, including police departments, much more time is spent listening to communications than sending them. Identify the ways listeners can short-circuit a communication. For two of the listening failures identify, give examples from your personal experience that illustrate this failure and show how this failure was (or could have been) overcome by better listening techniques.

3. In your experience, do NYPD supervisors favor direct or indirect interviewing techniques with subordinates? Whatever your answer, describe how you react to that particular interviewing approach. Identify the specific aspects of the interviewing style that get the most reaction from you and explain why.

4. Your text identifies communications barriers as occurring in the sender, the receiver or in the environment in which the message is transmitted. For each communications obstruction below, check the appropriate space(s) to identify whether the cause rests mainly with the sender, mainly with the receiver, or mainly in environmental conditions. You may check more than one box if you think that the cause is more or less equally due to two or more factors. Answer this question directly on the syllabus. Be ready to explain your choices in class. Also be ready to discuss Haberfeld’s multicultural, close contact training model as a way to alleviate communication problems between members of diverse groups.
WEEK 6: The Supervisor as Personnel Evaluator (Read: Schroeder, Chapter 7; Haberfeld, chapter 6, pp. 97-99, 106-114. Write essay answers to Questions 1-3 and submit at Week 6’s class. Complete Question 4 directly on this syllabus prior to class.)

1. Your text (pp. 131 {7.7}) identifies a marginal employee as one who does “just enough to get by and never doing more than the absolute minimum.” What, in your experience, is the impact of such an employee on fellow workers? What have your supervisors done to redirect the marginal employee and prevent his/her attitudes and practices from spreading throughout the workgroup? Use Hersey and Blanchard’s readiness grid to classify the marginal performers you have encountered on the job.

2. Work standards are crucial to an effective evaluation system. How do a clear job description and the supervisor’s understanding of subordinate’s job contribute to the effectiveness of a job evaluation? How does a specific understanding between supervisor and subordinate of the performance expected of the subordinate contribute to the validity of the personnel evaluation? Why must a supervisor be able to verbally communicate even sub-standard evaluations to subordinates in a neutral, fact-based, improvement-focused way?

3. Your text identifies several barriers to effective evaluation, some of which are the responsibility of individual supervisors and some of which are the responsibility of agency management in general. “Rater leniency” is the barrier given primary emphasis. Is this an issue in units where you have worked? If so, how? How many of the other “barriers” have you (1) experienced personally and/or (2) see as a major problem with the personnel evaluation system in the NYPD? Which barrier do you see as the most significant? Why? How are the experiences of other agencies similar and/or different from the NYPD?
4. Put yourself in the shoes of an officer being evaluated by each of the evaluation systems below (See Schroeder pp. 128-130 {7.5-7.5G}). Using the grid below, rate each system on whether you see it as (1) mainly manager-created or jointly created by labor and management, (2) mostly subjective or mostly objective, (3) mostly demotivating or mostly motivating. Your choices are “forced”—if one option gets 51% in your mind, it wins. You do not have to hand in this answer but must be ready to explain your ratings of each evaluation system in class.

<table>
<thead>
<tr>
<th>System</th>
<th>Manager Created/ Jointly Created</th>
<th>Objective/ Subjective</th>
<th>Motivating/ Demotivating</th>
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<tbody>
<tr>
<td>Model Employee</td>
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<td>Forced Choice</td>
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<td>Critical Incident</td>
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<tr>
<td>Staff Specialist</td>
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WEEK 7: Planning and Problem-Solving for Police Supervisors (Read: Schroeder, Chapters 3 and 13, Haberfeld, chapter 9, pp.154-162, pp. 176-178. Prepare written essay answers to Questions 1-3 below and submit at Week 7’s class. Complete Question 4 directly on this syllabus prior to class.)

1. What are the sources that can be consulted in order to determine the nature and extent of problems the organization faces? Why is research necessary before establishing problem-solving objectives? How do mission statements, law and policy help define and limit objectives and the acceptability of alternatives for meeting those objectives?

2. Coordinating and controlling are two crucial steps in planning. Choose a police operation (preferably one you know) that requires multiple officers working to achieve a specific result (e.g., warrant squad, crowd control, narcotics task force, auto theft squad). For that operation, sketch out the coordination planning that the overall supervisor would have to do before the operation begins. Then, detail the type of control activity that the supervisor should have in place to insure that the plan is moving forward towards the specified objectives.

3. Problem-oriented policing (1) tackles underlying problems sustaining criminal activity by (2) involving line officers in analyzing problems and proposing solutions and (3) working more closely with residents to shape police activities that address community concerns. Analyze the NYPD precinct-level “Crime Problem Solving Meeting” (pp. 258-260 {13.5-13.6}) and identify how the different recommended activities conform specifically to (1), (2) and (3) above. Also identify the three developments in the history of Community-Oriented and Problem Solving Policing (Haberfeld,154-162) that you think had the greatest impact on today's practice. Explain your choices.
4. The basic steps for formulating and carrying out plans are simple enough: Identify problem, analyze problem, plan solution, implement solution, and evaluate solution. List below the two ways in which each step can fail. You must be ready in class to discuss these failure modes by linking them to real-life plans that have gone awry (examples can be from any source: the job, other agencies, private organizations, etc.) While analyzing your examples refer to the issues identified in Haberfeld (176-178).

Problem Identification: (1) __________________________________________________
(2) _____________________________________________________________________

Problem Analysis: (1) _____________________________________________________________________
(2) _____________________________________________________________________

Planning Solution: (1) _____________________________________________________________________
(2) _____________________________________________________________________

Implementing Solution: (1) _____________________________________________________________________
(2) _____________________________________________________________________

Evaluating Solution: (1) _____________________________________________________________________
(2) _____________________________________________________________________

Week 8 Mid-Term Examination: The mid-term examination will consist of 3 questions drawn from questions on this syllabus assigned for the first seven weeks of this class. Six questions will be chosen, out of which the student may answer any three. 90 minutes will be allocated for the exam, which will given at the start of class. The remaining time will be devoted to an informal student-teacher discussion of the progress of the class to date.

WEEK 9: The Supervisor as Human Relations Specialist (Read: Schroeder, Chapter 8., Haberfeld, Chapter 7. Prepare written essay answers to Questions 1-3 below and submit at Week 9’s class.)

1. Contrast the handling of the real-life case below with how Sergeant Rems handled the aftermath of a domestic dispute service call he made to the home of an apparently intoxicated Detective Ginty (Schroeder: pp. 153 {8.4.C.i Example 4}). Which course of action better addressed fundamental personal issues of a potentially troubled employee while protecting the interests of the department? Give reasons for your answer.

"Officer Jones had pulled over Captain O’Leary, off-duty and apparently impaired, for weaving up Main Street in a freshly damaged unmarked cruiser while peering around the inflated airbag. Officer Jones got Captain O’Leary and the keys out of the car and radioed for supervision. Lieutenant Spinoza arrived..."
and orchestrated a cover-up which resulted in (1) an accident being staged to explain the damage to the car, (2) the junior officer falsifying his report, (3) the captain being taken from the scene without benefit of sobriety test, statement or any subsequent counseling intervention. The cover-up subsequently unraveled causing a very public airing of the captain’s drinking bout along with sanctions for the supervisor and the captain.”

2. Why is it important for supervisors to get to know the officers who work under their supervision? What direct steps can supervisors take to gain this knowledge? In addition, what attitudes and policies can supervisors adopt that encourage subordinates to talk freely about on-the-job issues and, if necessary, personal issues that affect performance? Examples, positive or negative, from your own work experience should be used to illustrate the attitudes and polices you identify. Is the concept of F.I.T. (Haberfeld, chapter 3) a possible, partial, solution to the stress officers experience on a daily basis? If yes, do you see the NYPD implementing such an idea, especially after the events of September 11th?

3. When an officer is abusing alcohol or other drugs, what are the immediate impacts on his/her peers and supervisors, and on the unit’s performance and productivity. What impacts do substance-abusing employees have on more global categories of departmental and jurisdictional spending such as liability pay-outs, medical premiums, and workman’s comp. What steps would you, as a supervisor, take with respect to an employee whose recent behavior and attitude suggests escalating substance abuse problems? (If you endorse the F.I.T. concept, you can combine questions number 2 and 3, and answer them together).

WEEK 10: Supervisor (and Executives) as Trainer (Read: Schroeder, Chapter 9, Haberfeld, chapter 3, Chapter 12, pp. 241-248). Prepare written essay answers to Questions 1-3 below (see note at end of question 2) and submit at Week 10’s class.

1. Training, according to your text, is a win-win-win situation. The organization benefits, the employee benefits and the supervisor benefits (pp. 166-169 {9.2-9.4E}). Of the benefits Schroeder and Lombardo identify, pick the one organizational benefit, the one employee benefit and the one supervisor benefit that you believe is the most important outcome of effective training. In your answer, give your reasons for each choice, and be ready in class to discuss why you ranked other benefits lower. How well, based on your experience, does the NYPD succeed in maximizing the specific benefits of training for employees, supervisors and the organization that you have identified? What one improvement in the job’s approach to training would you recommend and why?

2. This class is a form of “training.” Assess this class on how well it “Conducts the Program” (pp. 178-182 {9.9D-9.9D.iV.})? Has it motivated you? Involved you? Built upon your existing knowledge? Used real life examples? Delivered learning in digestible chunks? Paced classroom activities well? Elicited your feedback?

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Corrected you gracefully? Complimented you generously? Regularly verified what has just been learned? Assess this class also on the training "pitfalls" (183-184 {9.10-9.10F}). Has the classroom approach been inflexible or fluid? Are students assumed to know things that they well may not? Does the instruction go above students' heads? Overall, have you been treated as an "adult learner" (Haberfeld, 52-53). (You must, in advance of class, rough out in writing your thoughts on each of these issues on a separate sheet of paper without your name and be prepared for a classroom discussion on the learning approaches used in this course.)

3. Effective organizational change entails organization-wide learning about new structures, policies and procedures, as well as new attitudes. Change can be incremental, as with Total Quality Management, or radical, as with organizational reengineering. Write an essay in which you look at overall organizational change and improvement as an educational process. How is the leader of an organization like a trainer in this process? How must employees be treated in order to buy into new structures, new methods and new ways of thinking? Would you consider the Courtesy, Professionalism and Respect (CPR) initiative an example of TQM or reengineering? Has the CPR Program been subject to any of the obstacles Haberfeld identifies (247)? If so, which ones and in what ways?

WEEK 11: The Supervisor as Disciplinarian (Read: Schroeder, Chapter 10. Prepare written essay answers to Questions 1-2 below and submit at Week 11’s class. Prepare mentally to participate in the item 3 exercise.)

1. What are the conditions needed in order to effectively apply positive discipline? What behaviors by supervisors can destroy to the work environment necessary for positive discipline to flourish? Think very carefully of your own experiences—on or off the job—in which you had the most positive reactions to teaching that corrected your performance on a task. What was it about your “trainer” (or teacher, or coach, or boss or parent) that made the experience positive rather than negative?

2. What are the important things to remember when, as a supervisor, you are forced to use punishment, instead of positive discipline, in order to bring an employee’s behavior into compliance with what is expected? What are the obstacles to the effective administration of discipline? In your experience in the NYPD what is the most important thing (or things) a supervisor can do (1) insure the highest likelihood of a positive change in behavior for the errant employee and (2) maintain the respect of the remainder of the work group?

3. IN-CLASS EXERCISE: Complaints against personnel are the most difficult for supervisors and employees alike. The two columns below list, for both supervisors and those supervised, “gut level” reactions and attitudes that arise when supervisors confront subordinates with complaints. In class students will work through a mock complaint situation—frequent late returns from breaks. Students whose last names begin with A-L should be ready to act out the “out-of-control” supervisor role. This means confronting the subordinate in the spirit (not the exact words) of the supervisor

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list below. Students whose last names begin with A-L should be ready to act out the professional supervisor’s role. This means (1) substituting the more effective behaviors from the text for your gut reactions, and (2) interacting professionally despite your subordinate’s defensive responses. All students should be ready to act as the subordinate subject to the complaint—which means expressing just how you feel about being criticized. Students will work in teams of three, rotating roles, with the non-participant in any interaction observing and reporting back to the class as the “neutral observer.” “Supervisors” and “subordinates” must also be ready to discuss their reactions to the exercise.

“Supervisor”

“This jerk again!”
“I have no time for this.”
“Can this cup pass?”
“Talk? Why? Guilty!”
“My way or the highway.”

“Subordinate”

“Why single me out?”
“You don’t know my special situation.”
“All this over five minutes?”
“What about all my good work?”
“If you managed better….”

WEEK 12: Addressing Sensitive Issues (Read: Schroeder, Chapters 11-12, 15). Prepare written essay answers to Questions 1-3 below and submit at Week 12’s class.)

1. What purposes are served when supervisors treat all complaints about operations as important and listen patiently and non-judgmentally to the full story while treating complainants in a respectful, professional manner? Is this how your complaints have been received by superiors? Is this how you react to complaints that have come your way on the job, or in previous positions or in your life off the job? How do empathy, objectivity and consistency help the supervisor better deal with a diverse workforce?

2. The authors of your text make an important distinction between handling a complaint and handling a grievance. What are the differences between the two in terms of (1) their basic definition, (2) level at which the issue can usually be resolved, (3) the flexibility with which the issue can be addressed and (4) the documentation required?

3. What, in your opinion, is the single most important factor making due process so important in addressing serious performance issues by police personnel? In arriving at your personal conclusion, your answer should consider (1) the rights of individual employees, (2) the direct supervisor’s credibility and effectiveness, (3) the status of labor/management relations, (4) the legal exposure of the agency and (5) the external customer.

4. The NYPD polices an extremely diverse city, with communities representing nationalities from all over the globe. Cross cultural issues inevitably arise with the police who, despite their own diversity, represent a legal system, an enforcement operation and a work culture quite foreign to many of the communities receiving public safety services. Identify at least two steps that police can take in each of the following areas in order to establish better community relations in a diverse environment. (1) Use of stereotypes and profiles to
characterize community members, (2) Communications barriers between community residents and the police, (3) Recognizing community identity and cultural norms. Where possible use examples from your own experience to support the steps you have recommended.

WEEK 13: Supervision via Guidelines: Field Operations and Use of Force (Read: Schroeder, Chapters 14, 16, Haberfeld, Chapter 2. Read Haberfeld first. Consider her assertion that use of force, as it has evolved over the years, has been a major determinant of police performance. Then, prepare written essay answers to Questions 1-4 below and submit at Week 13’s class. NOTE: Chapter 14 material relating to specific field activities should be used to refresh your existing understanding and stimulate your thinking. Class discussion, however, will focus on the supervisory role and more global management and legal issues surrounding field operations, rather than specific situational tactics.)

1. What purposes do guidelines serve? Why, according to you text, should they be written and “local?” How does your text define an “unusual occurrence?” What are the principal communications responsibilities of a supervisor responding to the scene of an unusual occurrence?

2. What are the reasons why a good working relationship with the public is the job of every police officer? What are the limitations of specialized community relations units in police departments? Why does officer on patrol need to be an expert in dealing professionally with “venting” and educating the public about “target hardening?”

3. What are the potential consequences—for officers, for supervisors, for the taxpayer, and for the agency’s legitimacy in the community—when police officers use force inappropriately? Whose is responsible for insuring that force is not misused? Who is responsible for reporting instances of excessive force?

4. What, according to you text, is the cardinal use of force rule? What steps can agency management and individual supervisors take to insure that, even in chaotic situations, officers will adhere to use of force rules? What are the fundamental rules that apply to the use of “deadly force?” How have specific court rulings affected when, where and why police can use firearms to fell fleeing (or on-coming) felons?

WEEK 14: Advancing Your Career and Yourself, with Integrity – Some Valuable Suggestions for the Future; Course Review: Read Schroeder, Chapter 17, Haberfeld, Chapter 15, pp. 304-311.

WEEK 15: Course Evaluation and Final Examination

Course Evaluation: A written, anonymous evaluation of the course will be completed prior to the final, and faculty may verbally clarify certain evaluation issues with the class. This evaluation plays a key role in the continual improvement of this course. Full engagement with the

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evaluation by your fellow officers in previous semesters led to improvements in this semester’s course. Please help us do the same for those who follow you by telling us what you think.

Final Exam: The final will consist of questions drawn from questions on this syllabus for Weeks 9-13. Five questions will be chosen, out of which the student may answer any three. Students will have 90 minutes to finish the exam.

**YOUR COURSE FACULTY**--This course has been developed and will be taught by faculty committed to your professional development. This course was conceived, structured and staffed by "coordinating faculty" who serve as curriculum/course managers and occasional presenters. **Class Faculty**, all of whom have already taught this course and have contributed to this latest syllabus, are your primary instructors and will provide you with additional contact information.

**Coordinating Faculty:**

Dr. Maria (Maki) Haberfeld  
Chair  
Department of Law, Police Science & Criminal Justice Admin.  
212-237-8381, Room 422T, e-mail at mhaberfeld@jjay.cuny.edu

**Class Faculty:**

William McDonald, Law, Police Science and CJA, wmcdonald@jjay.cuny.edu  
John Walsh, Law, Police Science & CJA, johnpwalshny@aol.com

**HIGH-TECH COURSE SUPPLEMENTS:**

The faculty has developed a set of Internet links that are associated with this course. You may access these links at:  (Note: Always type "public_html" with the underline.)  

The faculty has also developed a bibliography for this course. That bibliography is also linked via the Internet to sources that more fully describe each book. You may access this online bibliography at:  
http://web.jjay.cuny.edu/~phara/PolTrain/PoliceBiblio.htm

This syllabus can also be accessed on line at:

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ENJOY THE COURSE!

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

New Course Proposal Form

Date Submitted: November 12, 2012

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

b. Name and contact information of proposer(s): Jennifer Rutledge

   Email address(es): jrutledge@jjay.cuny.edu
   Phone number(s): 646-557-4710

2. a. Title of the course: International Organizations

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Int’l Organizations

   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:

   International Organizations are a specialized topic within the subfield of international relations. The course builds on the knowledge gained in POL 260, International Relations and gives students the chance to explore a topic in more depth before their senior research paper in POL 409. Thus, placing this course at the 300 level is a pedagogical building block for our students. In addition, the POL department lacks regularly offered courses at the 300 level despite requiring students to take a certain number of 300 level courses and this course would help fill in that gap as well.

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

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.)

   International organizations have increasingly come to define our current system of global governance. The United Nations, the World Trade Organization and the International Monetary Fund are only three of the rapidly proliferating number of governmental and non-governmental organizations that structure our world. Understanding these institutions guides our analysis and assessment of world politics today. As such, this is a necessary component of an education in international politics.
While most of the other senior colleges in the CUNY system, as well as other similarly placed institutions, offer a specific course in international organizations, John Jay does not. This provides the opportunity to learn about these important institutions and thus meets a gap in the political science curriculum. The Political Science department at John Jay has recently started expanding its international relations and comparative politics offerings and this course adds to the growing number of courses in the subfield.

Understanding how international organizations emerge and implement policies is an important topic from both an academic and citizenship perspective. The decisions made by international organizations affect our everyday lives, and a thorough analytic understanding of their development and activities is essential for all citizens today. Having a firm grounding in how international organizations shape our social, institutional, political and economic contexts provides our students with the opportunity to build on the foundations laid in POL 101 and POL 260 and prepare for further study in international relations at the senior level.

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

In this course students will learn about the origins and operations of international organizations and the different ways in which they influence global affairs. We will use international relations theory to understand the creation and actions of international organizations. Then, starting with the United Nations, we will explore the role of a variety of international organizations in security, economic and environmental affairs.

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, and POL 101 or GOV 101

6. Number of:
   - Class hours ___3___
   - Lab hours _____
   - 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 will be able to:**
- Identify the historical trends in the growth of international organizations
- Apply international relations theory to the creation and actions of international organizations which will serve to demonstrate knowledge of international relations, one of the major subfields of political science.
- Synthesize and evaluate readings on a given topic. In these writing assignments students will write effectively and engage in intellectually grounded debate on the origins and efficacy of international organizations.
- Initiate, develop, and present independent research on an international organization of your choice.

This course will help our students work towards achievement of most of the Political Science department’s learning objectives. A longer paper assignment will give them the chance to practice the skills necessary to develop independent research, which is a core departmental objective, while all of the written assignments are designed to allow students to practice writing effectively to express arguments. The assignments fulfill the department’s objective of asking students to write effectively, engage in intellectually grounded debate, and form and express cogent arguments. The course is designed to introduce students to a variety of global governance issues and help them make informed choices as citizens, which achieves our departmental objective of helping students become knowledgeable citizens capable of reasoned judgments on contemporary political issues. Finally international organizations are an important topic within the subfield of international relations, which achieves our departmental objective of asking students to demonstrate knowledge in one of the major subfields of political science.

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 added to the Concentration D subfield in the Political Science major.

   In addition, I met with the Coordinator of the ICJ BA program, Peter Romaniuk, on 10/24/12. He noted that the course is a good fit for ICJ and
indicated that he will bring the course to the attention for the ICJ governance committee to discuss how and where to include the course in the ICJ major.

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 ___X__      Yes _____  If yes, please indicate the area:

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

    Student learning will be assessed in a variety of ways. Students will write short papers and a longer research paper as well as taking two exams. The repetitive nature of the short paper assignment will allow the instructor to assess improvement over time, as will the repetitive nature of the exams. The longer research paper will be guided throughout as it is structured in a scaffold manner; students will turn in outlines of their work ahead of time, giving the instructor ample time to provide feedback and thus resulting in improved student papers. All of these assignments will be accompanied by clearly delineated grading rubrics that will be handed out to the students ahead of time.

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__Jeffrey Kroessler_________________________

    • 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____
    ➢ Other (please name) Columbia International Affairs Online and Worldwide Political Science Abstracts___________________

13. **Syllabus** - Attached at end.
14. Date of **Department curriculum committee** approval ____11/2/12________________

15. **Faculty** - Who will be assigned to teach this course? __Jennifer Rutledge, Peter Romaniuk, Susan Kang_________________________

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:

   **Harold Sullivan, Chair of Political Science**
   
   Chair, Proposer’s Department

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Approved by UCASC, April 19, to College Council, May 16th, 2013
International Organizations – POL 3XX  
John Jay College of Criminal Justice, CUNY  
Fall 20XX  
TIME  
ROOM

Instructor: Dr. Jennifer Rutledge  
Office Hours: Monday 4-5, Wednesday 2-3  
Office: 9.65.28 NB  
Phone: 646-557-4710  
Email: jrutledge@jjay.cuny.edu

Course Overview  
In this course students will learn about the origins and operations of international organizations and the different ways in which they influence global affairs. We will use international relations theory to understand the creation and actions of international organizations. Then, starting with the United Nations, we will explore the role of a variety of international organizations in security, economic and environmental affairs.

Course Outcomes and Learning Objectives:

- Identify the historical trends in the growth of international organizations
- Apply international relations theory to the creation and actions of international organizations which will serve to demonstrate knowledge of international relations, one of the major subfields of political science.
- Synthesize and evaluate readings on a given topic. In these writing assignments students will write effectively and engage in intellectually grounded debate on the origins and efficacy of international organizations.
- Initiate, develop, and present independent research on an international organization of your choice.

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 longer research paper.  
**Exams:** There will be two in-class exams. The exams will be composed essay questions. Each exam will be worth 100 points. There will be no make-ups offered for any of the exams unless you have a documented medical emergency.  
**Short Papers:** You will respond to the readings during each of sections with a short response paper discussing at least two of the readings from a given week. It is your choice which readings you choose to write on. You must write TWO during the first section of the course and one in each of the other two sections of the course. We will sign up for these papers during the second day of class. The paper is due at the beginning of that class. Each paper is worth 25 points.

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Longer Paper: You will write a longer research paper (10-12 pages) based on an international organization of your choice. The paper will be worth 150 points. You will use international relations theory to assess a puzzle of that international organization, whether that be the puzzle of its creation, its particular actions or its failures. Outlines of each section of the paper will be due at various intervals during the semester.

In-Class Writing Points: There will be 150 points available for in-class writing assignments. These will not be announced ahead of time and will serve as quizzes and/or the basis of class discussion.

Participation and Professionalism: There will be 50 points available for you to earn through 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.

Point Summary (700 total)
Exam 1: 100 points
Exam 2: 100 points
Short Papers: 25 points each – 100 points total
Long Paper: 150 points
Outlines: 50 points (10 points each)
Participation: and Professionalism: 50 points
In-Class Writing Points: 150 points

Grading:
- Late assignments will be penalized 10% points 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

Explanation of Grades

Approved by UCASC, April 19, to College Council, May 16th, 2013
<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>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))

**Statement on Attendance:** It is highly unlikely that you will receive a passing grade if you do not attend the class regularly, as in-class writing assignments and participation constitute 25% of your grade. 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 Monday 4-5 and Wednesday 2-3 in 3250 North Hall. I am also open to meeting with students at other times - just email or speak to me to set something up.

**Course Policies:**

*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. 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. If you plagiarize on an assignment you will fail that assignment.

*College Policy on Cheating*

Approved by UCASC, April 19, to College Council, May 16th, 2013
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. If you cheat you will fail that exam.

Source: http://www.jjay.cuny.edu/academicStandards/undergraduate.asp

Accessibility:
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. 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.

Readings
There are two required texts for this course. They are available for purchase at the College Bookstore or can be found online.


Additional readings are available on blackboard. 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 New York Times has an excellent website as does the BBC www.nytimes.com and bbc.co.uk
Course Schedule

Week 1: Introduction
Day 1 – Intro to Class

Day 2
- Mingst Ch. 1 The United Nations in World Politics, pg 1 – 18.

I. Theoretical Approaches to International Organizations

Week 2: Realist Approaches
Day 1

Day 2

Week 3: Realism and the UN
Day 1
- Mingst Ch. 3. Actors in the United Nations System, pg 63 – 96.,

Day 2

OUTLINE 1 DUE – What Organization?

Week 4: Institutional Approaches
Day 1

Day 2

Week 5: Principal-Agent Approaches
Day 1

Day 2

OUTLINE 2 DUE – Facts about your organization.
Week 6: Constructivist Approaches
Day 1

Day 2
EXAM

II. How do IOs make a difference?

Week 7: Cooperation
Day 1

Day 2

OUTLINE 3 DUE – What Puzzle?

Week 8: Compliance and Change
Day 1

Day 2

Week 9: Pathologies
Day 1

Approved by UCASC, April 19, to College Council, May 16th, 2013
Day 2

OUTLINE 4 DUE – What Theory?

III. Issue Areas

Week 10: UN Security Council
Day 1

Day 2

Week 11: International Organization of Economics
Day 1
- Barnett and Finnemore, Ch. 3, Expertise and Power at the International Monetary Fund, pgs 45 - 72
- Mingst, Ch. 5. Economic Development and Sustainability, pg 159 – 198.

Day 2

OUTLINE 5 DUE – References.

Week 12: Human Rights
Day 1
- Mingst, Ch. 6, Human Rights pg. 197 – 246

Day 2
- Barnett and Finnemore, Ch 4, Defining Refugees and Voluntary Repatriation at the United Nations High Commissioner for Refugees and 5, Genocide and the Peacekeeping Culture at the United Nations, pgs 73 - 155

Week 13: Environment
Day 1
- Mitchell, R. “Regime Design Matters” in Martins and Simmons. Pgs 103 - 136

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Day 2

**Week 14: The Future of IOs**

Day 1

Day 2
Mingst, Ch. 8, Is there a Future for the United Nations, pg 281 - 292

**PAPER DUE**

**Week 15: Final: TBA**
# 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 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Music 104</td>
</tr>
<tr>
<td>Course Title</td>
<td>Music in World Culture</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Art &amp; Music</td>
</tr>
<tr>
<td>Discipline</td>
<td>Music</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Creative Expression</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Mode of Instruction</td>
<td>Select only one: In-person</td>
</tr>
<tr>
<td>Course Attribute</td>
<td>Select from the following: Freshman Seminar</td>
</tr>
</tbody>
</table>

**Catalogue Description**

This course explores the traditional and modern music forms of selected world cultures, examining both their styles and their socio-cultural backgrounds. Areas to be studied may include Africa, India, South America, the Middle East, and Indonesia, as well as diasporic communities in New York City. (Music of the Caribbean is covered in Music 110.)

**Syllabus**

Indicate the status of this course being nominated:

- [x] 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*
- [x] English Composition
- [ ] Mathematical and Quantitative Reasoning
- [x] Life and Physical Sciences

*Flexible*
- [x] World Cultures and Global Issues
- [ ] US Experience in its Diversity
- [x] Individual and Society
- [x] Scientific World
- [x] Creative Expression

**Learning Outcomes**

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

**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.

**C. Creative Expression**

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

- Students gather, interpret, and assess information about world music from a variety of sources and points of view through writing a 5-page research paper that draws on 3 sources in addition to the class text (due week 15). They will also draw on a variety of audio-visual YouTube sources in a 2-page paper on West African traditional or modern music (week 4).

- Students will demonstrate the ability to evaluate evidence and arguments about world music critically or analytically in developing a thesis-driven research paper that draws on a variety of sources to

- Gather, interpret, and assess information from a variety of sources and points of view.

- Evaluate evidence and arguments critically or analytically.

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| construct an original argument. | Students will produce well-written written and oral arguments about music in world culture using evidence to support conclusions. They will do so in their research paper, 2-page paper on West African music, and their concert report (week 8). They will do so orally in short presentations on the live concert performances they attended (week 9). | • 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: | |
| Students will identify and apply the fundamental concepts and methods of ethnomusicology in describing and analyzing a live musical performance (concert paper, week 8). That is, they will discuss the concert as a musical performance and as a reflection and a constituent of a particular culture. | • 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. |
| Students will analyze how music from diverse cultures of the past serve as a foundation for those of the present and describe the significance of musical works in the societies that created them in their final research paper. This paper requires them to connect a particular musical genre or “scene” to issues of socio-cultural and national or ethnic history. | • 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. |
| Students will articulate how music can create meaning and interpret and convey cultural experience. They will do so through two papers analyzing musical performances: a paper analyzing 3 or more YouTube performances of West African music and a paper analyzing a live concert performance. | • 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.
COURSE DESCRIPTION: This course explores the traditional and modern music forms of selected world cultures, examining both their styles and their socio-cultural backgrounds. Areas to be studied may include Africa, India, South America, the Middle East, and Indonesia, as well as diasporic communities in New York City. (Music of the Caribbean is covered in Music 110.)

STUDENT LEARNING OBJECTIVES
Students will:
1. Gather, interpret, and assess information about world music from a variety of sources and points of view.
2. Evaluate evidence and arguments about music in world culture critically or analytically.
3. Produce well-reasoned written and oral arguments about music in world culture using evidence to support conclusions.
4. Identify and apply the fundamental concepts of ethnomusicology.
5. Analyze how music from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of musical works in the societies that created them.
6. Students will articulate how music can create meaning and interpret and convey cultural experience.

ASSESSMENT:
- Paper on West African music (2 pages).................................................................15%
- Live concert performance paper (3 pages) and oral presentation...............20%
- Research paper (5-7 pages)..................................................................................25%
- Class participation and pop reading quizzes.........................................................15%
- Four 15-minute tests...............................................................................................25%

Assignments:
1. Find at least 3 performances of a particular genre of West African music on YouTube. Describe these performances briefly and explain how they exemplify the genres we discussed in Chapter 7 and in class. (2 pages, week 4)
2. Plan to attend a live performance of some kind of music outside the Euro-American commercial popular or classical music mainstreams. Write a paper in which you describe the performance and analyze it using the terms of ethnomusicology we have introduced in class. How does this concert convey, exemplify, and enact socio-cultural/historical identity (3 pages, week 8)? Plan also to make a short (2-3 minute) oral presentation on the concert you attended.
3. The term paper involves your investigation of a genre, music culture, or thematic topic, chosen with the approval of the instructor, involving original research
including audiovisual sources such as YouTube or attendance at live performances as well as 3 or more scholarly sources. Your paper must make an argument: you should have a thesis and back it up with evidence from your reading, listening, and watching.  

4. Tests last 15-20 minutes and consist of one short essay question based on the reading.

**Prerequisites:** None


Audio examples will be available on Blackboard.

**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)

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**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 tests, written assignments, and, if relevant, contribution to classroom discussions.

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 GRANTED ONLY WITH PRIOR DISCUSSION WITH THE INSTRUCTOR.**

**COURSE OUTLINE**

**Week 1:** **Introduction and Overview:** read: Chapter 1, pp.2-23.

**Week 2:** **Sub-Saharan Africa:** read: Chapter 7, pp. 190-200; recurring stylistic features; drum ensembles, polyrhythms.

**Week 3:** **Sub-Saharan Africa:** read: Chapter 7, pp. 200-215; modernity and traditional music cultures: diverse case studies.

**Week 4:** **Sub-Saharan Africa:** read Chapter 7, pp. 216-225; modern commercial popular music styles; music and political movements; assignment

Due: 2-page report on YouTube representations of one genre of West African traditional or modern music.

**Week 5:** **India:** read: Chapter 2, pp. 26-40; North Indian classical music: basic principles and features; melodic and rhythmic modes; improvisation styles.

Due: Submit your plan for attending a live concert (paper due week 8)

Test #1

**Week 6:** **India:** selected folk music traditions; modern commercial popular music; Bollywood; popular music as superimposed, homogenizing common-denominator music or grassroots expression?

**Week 7:** **The Middle East:** read: Chapter 3; the status of music in Islam; Sufism; stylistic features; art music and selected folk styles; Arab music styles vs. Persian and Turkish styles; interactions of local and Western music styles. **TEST #2.**

**Week 8:** **The Middle East (cont.):** modern music scenes; music and Arab Spring movements.

Due: **Concert paper and Oral presentations.**

**Week 9:** **China:** read: Chapter 4, pp. 88-112; traditional classical music and values, including Confucianism and traditional literary and visual-art aesthetics.

Due: **Research Paper topic**

**Week 10:** **China (cont.):** read: Chapter 4, pp. 112-131; the impact of Communist rule; music in China since the 1980s.

**Week 11:** **Indonesia:** read: Chapter 6, pp. 160-168; the gamelan ensemble: musical principles. **TEST #3.**

**Week 12:** **Indonesia:** read: Chapter 6, pp. 168-189; modern music styles; controversies regarding female Comportment.

Due: **Thesis statement for Research paper.**

**Week 13:** **South America:** read: Chapter 9; Andean music and society; the status of Andean Indian music in Peruvian national identity.

**Week 14:** **Mexico:** read: Chapter 10; regional folk styles; modern popular music genres; music, mestizos, and racial/ethnic/national identities; the status of regional musics; norteño music and the diaspora; the role

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of music in the contradictory status of Indians in Peruvian identity.

Test #4

Week 15: Ethnic New York; diasporic music scenes; relations to ancestral homelands, and to the American “mainstream”; “cultural remittances”; music and transnationalism; multiculturalism; musical developments centered in NYC.

Due: Research Paper
# John Jay General Education College Option
## Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>SPA 230</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Translating 1</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Department of Foreign Languages</td>
</tr>
<tr>
<td>Discipline</td>
<td>Spanish; Translation</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) ENG 101; SPA 202 or SPA 212 or placement exam</td>
</tr>
<tr>
<td>Co-requisites</td>
<td></td>
</tr>
<tr>
<td>Course Description</td>
<td>This is a basic course on translation (English-Spanish and Spanish-English), in which students will learn the main concepts of the discipline. They will work with a variety of general texts and develop skills for analyzing and rendering them accurately into the other language. This practice involves learning to select, evaluate and use translation resources and tools (dictionaries, glossaries, corpora, CAT tools), to develop strategies to identify and solve particular translation problems, and to assess and edit translations. Professional aspects, such as potential careers, translators’ rights and duties, word counts or invoicing, will also be presented.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Sample syllabus attached</td>
</tr>
</tbody>
</table>

**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.)

<table>
<thead>
<tr>
<th>Justice Core</th>
<th>☐ Justice &amp; the Individual (100-level)</th>
<th>☐ Struggle for Justice &amp; Inequality in U.S. (300-level)</th>
<th>☐ Justice in Global Perspective (300-level)</th>
<th>☐ Learning from the Past</th>
<th>☒ Communication</th>
</tr>
</thead>
</table>

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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.

<table>
<thead>
<tr>
<th>I. Communications - Please explain how your course meets these learning outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td></td>
</tr>
<tr>
<td>- conduct specific text analysis activities focused on different aspects (reading comprehension on wk 6; genre on wk. 11; register on w. 13). Textual analysis will be implicitly included in each translation assignment (wk. 10 to 14). In these activities students will learn to analyze written texts (content and form) in English and Spanish.</td>
<td>• Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</td>
</tr>
<tr>
<td>- practice their writing skills in English and Spanish, both in short weekly translation assignments (wk. 10 to 14) and in the group project to create a blog.</td>
<td></td>
</tr>
<tr>
<td>- conduct translation editing activities, where they will have the opportunity to reflect about their own writing skills and style as well as those of their peers (wk.13).</td>
<td>• Maintain self-awareness and critical distance</td>
</tr>
<tr>
<td>- produce texts in English and Spanish for a variety of readers and in a variety of styles and registers in weekly translation assignments (wk. 10 to 14).</td>
<td></td>
</tr>
<tr>
<td>- discuss their own translation process with the class and justify their translation options. Students will bring their translation homework to class and discussion will take place orally either in small groups or with the whole class. Sometimes, students will be required to write down their arguments before coming to class (wk. 10 to 14).</td>
<td>• Work collaboratively</td>
</tr>
<tr>
<td>- discuss hot topics in the professional practice of translation in small debates: languages, society &amp; power (wk. 7); ethical dilemmas (wk. 14)</td>
<td></td>
</tr>
<tr>
<td>- analyze and translate ideologically-loaded texts (wk. 12 to 14).</td>
<td></td>
</tr>
<tr>
<td>- create a database or compilation of useful translation resources (dictionaries, glossaries, grammar books, websites, etc). This database would include comments concerning the usability and appropriateness of such resources (throughout the semester).</td>
<td></td>
</tr>
<tr>
<td>- participate in a variety of short activities in small groups or pairs (see schedule – almost every week there is a group activity)</td>
<td></td>
</tr>
</tbody>
</table>

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- participate in a group project for a blog about translation

- conduct pre-translation activities to analyze the features of their target readership in terms of language and cultural background, knowledge of the topic, educational level, etc. (wk. 6, 7, 10 to 14)

- conduct pre-translation activities to identify the function of the original text and the intended function of the translated text. (wk. 10 to 14)

- translate general written texts from English to Spanish and vice versa according to the abovementioned factors (wk. 10 to 14).

- analyze and translate texts written in different regional varieties of Spanish (wk. 10 & 12).

- translate English texts into the readers’ preferred variety of Spanish or into some kind of “neutral” Spanish (wk. 11 & 14).

- translate texts into a variety of registers and styles in order to accommodate to the text function and intended readership (wk. 10 to 14).

- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society

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JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th Street, 7th Floor, New York, NY 10019

SPA 230—Translating I

Department of Foreign Languages and Literatures

Instructor: Dr. Aída Martínez-Gómez Gómez
Schedule: Mon & Wed, 10:50 - 12:05 PM
Location: TBD
Office Hours: TBD
Office: TBD
E-mail: TBD

Course description: This is a basic course on translation (English-Spanish and Spanish-English), in which students will learn the main concepts of the discipline. They will work with a variety of general texts and develop skills for analyzing and rendering them accurately into the other language. This practice involves learning to select, evaluate and use translation resources and tools (dictionaries, glossaries, corpora, CAT tools), to develop strategies to identify and solve particular translation problems, and to assess and edit translations. Professional aspects, such as potential careers, translators’ rights and duties, word counts or invoicing, will also be presented.

Prerequisite: ENG 101 and SPA 202 or 212 or placement exam

Course Goals:
Upon completion of the course, students will:
- Express oneself clearly in Spanish and English (written expression)
- Listen, observe, analyze, and adapt messages in a variety of situations
- Maintain self-awareness and critical distance
- Work collaboratively

Textbooks and materials:
* Translation texts and some background papers on translation theory and practice will be provided by the instructor. They will be posted in Blackboard.

Suggested Reference Books:
1) A dictionary of the English language (OED, Merriam Webster).
2) A dictionary of the Spanish language (DRAE, María Moliner).

Note: Small pocket dictionaries by themselves are inadequate for this class.

COURSE REQUIREMENTS

Participation and Practice (10%):
You will get a lot out of this class if you actively participate in both the lecture/discussion component. This is a practical translation course and those who work closely with their instructors and fellow students make the fastest progress. You will also find it easier and more productive to practice ‘little and often’.

Absences and Tardiness:
Students are expected to come to class prepared for class. We have only a short time together so make every effort to be on time to class. Arriving late disrupts the learning process not just for you but also for all the students. Make-up exams will not be scheduled except for emergencies or business that requires the student to be out of town. Any make-up exam must be arranged beforehand, and will be scheduled by the lead instructor.

Contact Information:
Class announcements and activities will be posted in Blackboard. Students should access their John Jay e-mail account and regularly check their email.

Homework
In order to participate actively in class you must always do the translation homework assigned for each class. All homework translations and activities should be word-processed and double-spaced. Never turn in a rough draft.

Portfolio
A portfolio of four selected texts translated for class will be maintained by each student, periodically shared with the class, and turned in for a grade toward the end of the semester. The files to be included for each text are:
- The first draft version as brought to class.
- The edited first draft version following what was discussed in class. Use the “error key” below to mark mistakes and good translation options.
- A final, polished version.
- A glossary of problematic vocabulary, phrases and/or expressions, with their meanings, use in context, possible translation options and sources of information used to create such options.

Each student will choose four texts to include in his/her portfolio, bearing in mind that two texts must be translations into Spanish and two must be translations into English. Texts turned in and marked by the instructor (see 4 to 6 below) must be among the four included in the portfolio.

It is recommended that students maintain a portfolio of ALL texts translated in class for their own records and to monitor their own progress. However, a portfolio of only four texts will need to be handed in at the end of the semester for a grade.

Class Procedure:
Most class meetings will follow this procedure:
1) Translation homework will be distributed for every class meeting. All students should do all assigned texts.
2) Each day at least one person will make a model translation. S/he will email it to the instructor at least 24 hours before the class. S/he will bring photocopies for his/her classmates in order to facilitate its discussion and correction in class. All other students must also do the same translation at home so as to compare it with the model translation.
3) Each day we will discuss one or more model translations.
4) On any particular day the instructor will announce, without notice, which students have to turn in their homework translation texts for a grade.
5) The instructor will return the marked translations on the following class meeting. The instructor will not “correct” the translations, but mark the perceived errors according to the “error key” below.
6) The students will correct those translations and include a final, polished copy in their portfolio that will be

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turned in and finally graded towards the end of the semester.

Some weeks different activities will be conducted. Occasionally, we will discuss homework texts for which no model translation has been assigned, thereby requiring the participation of all students, or the instructor will bring fresh texts which students will translate as a team in class by working in small groups against the clock.

**ASSESSMENT**

**Error key:**

**Meaning errors**

s = sentido [meaning: includes contradiction, wrong meaning, nonsensical translation]

> = adición [addition]

om = omisión [omission]

nms = no mismo sentido: diferencia de matiz [not same meaning: nuance difference]

**Language errors**

ort = ortografía [spelling]

orto = ortotipografía [orthotypography: includes italics, bold, quotation marks, missing or extra spaces]

mays = mayúscula [capitalization]

punt = puntuación [punctuation]

gram = error gramatical: morfología y sintaxis [grammar: morphology and syntax]

prep = preposición [preposition]

art = artículo [article]

c/g = concordancia de género [gender agreement]

c/n = concordancia de número [number agreement]

c/t = concordancia de tiempo o persona verbal [tense/person agreement]

~ = orden de palabras [word order]

lex = léxico [vocabulary]

regio = regionalismo [regionalism]

pp = no es la palabra precisa [not exact word]

**Textual errors**

// = ilación, mal encadenamiento discursivo, uso indebido de conectores [wrong use of connecting words]

est = estilo [style: includes imprecise and unidiomatic rendering, pleonasm, stylistic repetition, poor style]

T = suena a traducción [sounds like a translation]

reg = inadecuación de registro lingüístico [inappropriate register]

**Translation strategy errors**

cg = conocimientos generales, falta de documentación [general knowledge, faulty documentation]

func = mala interpretación de la función textual [wrong understanding of text function]

**Good translation options**

B = bien [well done]

MB = muy bien [very well done]

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Rubric for Grading
Grading will be based on a rubric similar to that used by the American Translators Association in their Certification program, which is available at www.atanet.org/certification/aboutexams_rubric.php. The criteria to be graded are Usefulness, Terminology/Style, Idiomatic writing and Target mechanics and the rubric levels are Strong, Acceptable, Deficient and Minimal.

Grade weighting
Participation: 10%
Homework: 10%
Portfolio: 15%
Midterm: 20%
Final exam: 30%
Group project: a blog about translation: 15%
* Students must receive a passing grade on the final exam to pass the course as a whole.

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 1233N (212-237-8144). 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)

PLAGIARISM
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)

Instructor’s note:
Unless specified in the activity instructions, the use of Machine translation software (Google Translate, Google Translator Toolkit, Babelfish/Systran, among others) will be considered plagiarism and is therefore

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prohibited in this course.

TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Specific activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Documentation: lexicographical information</td>
<td>Presentation on the documentation process. Presentation on the use of dictionaries and lexicographical resources – advantages and shortcomings of the use of dictionaries.</td>
</tr>
<tr>
<td>5</td>
<td>Documentation: sociolinguistic and pragmatic information</td>
<td>Presentation on online sources of documentation. Practical exercises on online searches – individual exercises and class discussion. [These sessions take place in a computer lab].</td>
</tr>
<tr>
<td>6</td>
<td>Steps in the translating process. The translation brief. Reading with translator’s eyes</td>
<td>Reading on the translating process (Gouadec 2007, ch. 3 excerpts). Discussion in class. The elements of the translation brief – deductive group activity from actual examples. Reading comprehension – individual activity and class discussion.</td>
</tr>
<tr>
<td>7</td>
<td>The importance of meaning: intralingual translation. The importance of form (I): lexical interference</td>
<td>Intralingual translation exercises – group work. Presentation on false friends, cognates and polisemity. Lexical interference activities – individual and group work. Class discussion on language hegemony and hybridization.</td>
</tr>
<tr>
<td>8</td>
<td>Review &amp; midterm exam</td>
<td></td>
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</tbody>
</table>

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| 9 | The importance of form (II): grammatical and orthographical interference | Presentation on common syntax & grammar Anglicisms
Introductory translation activities: Translation problems and techniques | Interference group quiz (contest)
Presentation on translation problems
Group deductive activity on problem-solving techniques |
|---|---|---|---|
| 10 | Journalistic texts (I) | Initiating contact with client & description of translation brief – group deductive activity
Translation of journalistic text #1 – online dating (into English) |
| 11 | Journalistic texts (II) | Class discussion on general features of journalistic translation (genre analysis)
Translation of journalistic text #2 – online dating (into Spanish) |
| 12 | Journalistic texts (III) Proper names | Translation of journalistic text #3 – bilingualism (into English)
Presentation on translation of proper names
Group activity on appropriateness of translation of different proper names (decision-making and arguing in support) |
| 13 | Journalistic texts (IV) Register | Error coding and editing of journalistic text #4 – bilingualism (in English)
Original text analysis for register differences and comparative analysis of published translations – group activity |
| 14 | Journalistic texts (V) Conventions and standard practices in Spanish/English translation | Translation of journalistic text #5 – bilingualism (into Spanish)
Presentation on translation contracts and invoicing
Practical activity: group drafting of contract and invoice |
| 15 | Translation ethics Blog presentations Portfolio due in class | Class discussion on ethical dilemmas in translation
Blog presentations by students |

**Final exam**
(check the College examination schedule for potential changes:
http://www.jjay.cuny.edu/4056.php)
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: 9/12/12

1. Name of Department or Program: Philosophy

2. Contact information of proposer(s):

   Name(s): Tanya Rodriguez
   Email(s): trodriguez@jjay.cuny.edu
   Phone number(s): 646.588.8650

3. Current number, title, and abbreviated title of course: PHI 201: Philosophy of Art
   (Abbreviated title: Philosophy of Art)

4. Current course description:

   Theories of beauty, creativity, and expression, emotion and art; art and society; aesthetics and ethics. Readings include Aristotle, Plotinus, Lessing, Kant, Hegel, Nietzsche.

   a. Number of credits: 3

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

   c. Current prerequisites: N/A

5. Describe the nature of the revision: There is a change in course description and learning outcomes have been added.

6. Rationale for the proposed change(s):

   This course was revised to articulate the relationship between its learning objectives and course description. Much needed diversity was also added to the description.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description:

This course examines the philosophical questions that arise from the creation, interpretation, and appreciation of art. Through the study of both Western and non-Western philosophies, the course also investigates the importance of truth and meaning in artistic value. The course asks students to consider not only what they mean by "beauty," but also whether good art must be beautiful.

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
   1. Students gather, interpret, and assess information from a variety of philosophical sources and positions.
   2. Students evaluate evidence for philosophical arguments critically and analytically.
   3. Students produce well-reasoned written and oral philosophical arguments using evidence to support conclusions.
   4. Students identify and apply the fundamental concepts and methods in philosophy of art, exploring creative expression.
   5. Students use philosophical analysis to investigate how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the philosophical significance of the works of art in the societies that created them.
   6. Students articulate how philosophical meaning is created in the arts and how the aesthetic experience is interpreted and conveyed in philosophy of art.

e. Revised assignments and activities related to revised outcomes
   1. Students write a dialogue between a canonical figure from the history of western aesthetics (e.g. Kant, Hume, Plato) and a non-traditional or a world philosophy of art (feminism, Rasa, Japanese aesthetics) toward the middle of the semester.
   2. Students write an analytical survey of the major aesthetic theories and apply theory to specific controversial examples of art as a mode of evaluation.
   3. Students keep a weekly reading blog that relates theoretical points to personal experiences with art. These blogs are open to the public. Students are required to comment on each other’s blogs.
   4. In-class activities (think/pair/share, deep reading) focus students on theoretical aspects of aesthetics, field trips and artBlog activities make sure students apply the theory to their own experiences with art.

f. Revised number of credits: No change

g. Revised number of hours: No change

h. Revised prerequisites: No change

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8. Enrollment in past semesters: 2012 – 1 section (18), 2010 – 1 section 13, 2009 – 1 section (30)

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:

   **Flexible Core:**

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

9b. Please explain why and how this course fits into the selected area:

PHI 201 fits into the flexible core category, Creative Expression, because the philosophy of art examines a wide range of issues that arise concerning the creation, interpretation and viewing of art. This course introduces the major philosophical theories of art, including representation, expression, formalism, and contemporary approaches, including feminist aesthetics. In addition to reading philosophy, students learn to apply theory to works of art as a mode of evaluation.

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 (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: October, 2012

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

   Jon Jacobs
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>
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</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 103, if number not assigned, enter XXX)</td>
<td>PHI 201</td>
</tr>
<tr>
<td>Course Title</td>
<td>PHILOSOPHY OF ART</td>
</tr>
<tr>
<td>Department(s)</td>
<td>PHILOSOPHY</td>
</tr>
<tr>
<td>Discipline</td>
<td>PHILOSOPHY</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>
</tbody>
</table>

Catalogue Description

This course examines the philosophical questions that arise from the creation, interpretation, and appreciation of art. The course asks students to consider not only what they mean by "beauty," but also whether good art must be beautiful. Through the study of both Western and non-Western philosophies, the course also investigates the importance of truth and meaning in artistic value.

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
- 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>
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<tr>
<td></td>
<td>Creative Expression</td>
</tr>
<tr>
<td></td>
<td>Scientific World</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.

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weak arguments in the philosophy of art. These skills are demonstrated by the reading blog and two formal essays.

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>Students write an analytical survey of the major aesthetic theories and apply theory to specific controversial examples of art as a mode of evaluation. In the final portfolio, students write a self-assessment indicating how this is accomplished and demonstrated by the portfolio.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students write a dialogue between a canonical figure from the history of western aesthetics (e.g. Kant, Hume, Plato) and a non-traditional or a world philosophy of art (feminism, Rasa, Japanese aesthetics) toward the middle of the semester.</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>Through group projects (think/pair/share) and informal blog presentations (learning circle), students must articulate the core arguments for several major philosophical theories of art, including representation, expression, formalism, and contemporary approaches, including feminist aesthetics.</td>
<td>Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate knowledge of the skills involved in the creative process.</td>
</tr>
<tr>
<td></td>
<td>Use appropriate technologies to conduct research and to communicate.</td>
</tr>
</tbody>
</table>
Philosophy of Art

Professor Tanya Rodriguez  
Office: NB 8.63.19  
Contact hours: MW 12:30-1:30 & by appt.  
Phone: (212) 237- 8338  
E-mail: trodriguez@jjay.cuny.edu

This course examines the philosophical questions that arise from the creation, interpretation, and appreciation of art. The course asks students to consider not only what they mean by "beauty," but also whether good art must be beautiful. Through the study of both Western and non-Western philosophies, the course also investigates the importance of truth and meaning in artistic value.

Required Text:  
Course Reader: All the readings are posted on Blackboard; follow links or download pdf files from the course schedule.

No Excuse Policy:  
• If you are absent, I always assume it is for a good reason. As such, it is pointless to provide any explanation for a missed class. However, consider that class participation is vital to your success in this course and that excessive absences cannot help but negatively affect your grade.  
• I usually begin class without introductions or announcements. It is your responsibility to keep abreast of our schedule and other course information via BlackBoard.  
• Late work (anything not posted prior to class on the day assigned--for any reason) is not accepted. Don’t try to catch up. Start where we are. Revisions and additions to blogs after class are welcome and expected.

Classroom Etiquette:  
• Leaving/Entering during class – Once a student has entered the classroom s/he is not permitted to leave until the class period has ended. If a student should leave the classroom for any reason after the class period has begun without authorization prior to class, the student will upon the first infraction be issued a verbal warning at the time the infraction occurs or warned outside of class; thereafter, each infraction will result in a one point deduction from the student’s final grade. Each time a student violates this policy after the initial infraction and subsequent warning, the one point deduction will be made without notification to the student.  
• Electronic devices – The use of electronic devices during class time is prohibited. All electronic devices must be turned off and stored out of the instructor’s sight. Should a student make use of an electronic device of any kind, in any way, during class time without prior permission, the student will lose one point from her/his final grade for every infraction past the first, which will constitute the student’s sole warning. If, at any time, the instructor observes a student’s electronic device (whether or not it is in use), one point will be deducted from the student’s final grade. For example, if a student has headphones in her/his ears for a device such as an iPod, or a Bluetooth headset, even if the device in question is not in use, the student will lose one point from her/his final grade.  
• Talking – If a student engages in conversation or talking of any sort while the instructor or any other member of the class has the floor, that student will be assessed a one point penalty to her/his final grade.

Grading:  
Your grade for the course is determined on the basis of your final portfolio and your class participation. Participation means more than simply talking, but saying intelligent and helpful things. You will be evaluated on quality (not mere quantity) of discussion. A complete portfolio is a sample (about 15 pages) of your best written work for this class. Portfolios are
only accepted if 10 reading blog assignments were posted on time over the course of the semester. However, what you decide to include in your portfolio for your final grade, is completely up to you.

Plus:
A brief statement reflecting upon the course as a whole:
• How has the content of the course affected you as a scholar and a person?
• Given your mastery of the specific learning outcomes for this class, what grade should you receive?
Support your answer with specific examples as represented by your portfolio.
*APA citations are required for ALL assignments.

Learning Outcomes:
1. Students gather, interpret, and assess information from a variety of philosophical sources and positions.
2. Students evaluate evidence for philosophical arguments critically and analytically.
3. Students produce well-reasoned written and oral philosophical arguments using evidence to support conclusions.
4. Students identify and apply the fundamental concepts and methods in philosophy of art, exploring creative expression.
5. Students use philosophical analysis to investigate how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the philosophical significance of the works of art in the societies that created them.
6. Students articulate how philosophical meaning is created in the arts and how the aesthetic experience is interpreted and conveyed in philosophy of art.

College wide policies for undergraduate courses:
(see the Undergraduate Bulletin, Chapter IV Academic Standards)
• Incomplete Grade Policy: Incompletes are given only in extreme situations. (Undergraduate Bulletin, Chapter IV)
• Extra Credit: There are two optional essay assignments that may be added to your portfolio. See instructor for details.

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.”
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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 - I will be using to Turnitin.com plagiarism detection software in this course.

ASSIGNMENTS:
PORTFOLIOS:
Grading: Your grade for the course is determined by your final portfolio (80%) and your class participation (20%).

Wordpress e-portfolios (80% of final grade):
Sample and links at prettydeep.wordpress.com
1. 8-10 final journal entries, depending upon length and quality (20%)
2. Two formal essays, one analytic, one comparative (30%)
3. Three ArtBlogs activities (20%)
4. A glossary of philosophical terms (10%)
5. A statement concerning your class participation and the grade you feel you have earned for the course as a whole. Please justify your grade expectation with respect to the specific expectations for this class.

Participation (20% of the final grade):

Participation means more than simply talking, but saying intelligent and helpful things that demonstrate your familiarity with the assigned reading. You will be assessed on quality (not mere quantity) of discussion. In-class writing, group projects and informal blog presentations (instructions below) count for participation. These may not be made up outside of class.

Classroom Activities: These activities count for your participation and are not on the schedule. They cannot be made up for any reason. I take notes on performance during every class: star/plus/check. A star is earned by sheer brilliance, obvious preparation, and originality. They are awarded only occasionally, but they do happen. A plus is very good performance, and a check indicates active engagement and effort. No credit is awarded for your mere presence in the classroom. You may consult me at any time if you are unsure of your performance. I will provide examples and coach you during these activities.

Think/Pair/Share
1. Read the assigned passage quietly to yourself. Underline important points and make interpretive notes in the margin. (10 minutes).
2. Discuss the passage with your partner. Come to some conclusion about its meaning and think of a simple way to explain it to the rest of the class. (15 minutes).
3. I will choose which partner will present your findings to the rest of the class, but both partners are responsible for the content of the share.

Learning Circle
Sometimes, I will put the entire class in a circle. Those students who have written blogs for that day, will give an informal summary of their writing. Questions or comments are not permitted during blog presentation. After the blog summaries are finished, the circle opens to discussion. Only one person may speak at a time. Philosophy is not a blood sport in my classroom, and discussion is expected to be a cooperative exploration of the material.

Deep Reading
1. Read the passage.
2. Re-read the passage and sketch a rough outline.
3. Refine the basic argument presented in standard form.
   • Sometimes I will ask you to write step three on the board when you finish it.
4. Pose interesting questions or illustrate the point original examples.
Steps 2-4 should be written on the provided index cards and turned in after discussion.

**Three artBlogs** are required, but any that are particularly well written may be included for consideration in your final portfolios:

Activities:
1. Look carefully at two works of public art in NYC and then write a detailed description on each. (Imagine you are an art critic reviewing this work for an international magazine, and that you must convey what it looks like to readers abroad who cannot visit NYC.) Try to find out about the artist who did the work. Be sure to comment on how the work is related to its particular setting, and how successful it seems there. Finally, add some speculation about the meaning of the work. Which work do you prefer, and why? "Public art" here can include statues and monuments as well as sculptures, light displays, outsider art, etc. It should be something that is available to everyone without charge.
2. Write a review of an exhibition of visual art; imagine that your review will be published in the New Yorker or other suitable publication. Read some other art reviews first to see how they are generally done. Your review should "look official" with a title, by-line, the information on the show's dates, and so on.
3. Write a review of a performing arts event (concert, dance, play, etc.). It would be good if you could find a published review of the same event, include it in your log, and compare the reviewer's attitudes to your own attitudes.
4. Discuss some sort of performance or activity not usually classified as art (sports, karate, driving, eating, shopping, etc.), and make an argument that it should count as art. Why? Can someone have an aesthetic experience of it? How/when/why? Then scrutinize your own argument to see whether it is convincing.
5. Choose any artwork you have a strong "gut" reaction to, and describe your reaction; then assess it or reflect on whether your initial reaction is really justified. It might be good to choose something you hate.
6. Report on some form of art with political significance; what is its role? Is this a limitation? If you disagree with the politics, can you still like the art?
7. Discuss the way gender or race affects your interpretation of a specific example of art. This might mean either your own gender or race, or that of the artist or community. Do you think that people of different genders or races might have legitimate differences in their responses to this work? Is it OK for an artist to make works that only speak to people of their own gender or race? Explain.

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**COURSE SCHEDULE**
*(SUBJECT TO CHANGE—KEEP UPDATED VIA BLACKBOARD!!!)*

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**UNIT I: ART, NON-ART, AND THE AESTHETIC**

**Week 1: Introduction to the Course**

**Week 2: Philosophy of Art**
- Syllabus; “Cat and Girl are Relative”
- "Art, Philosophy, and the Philosophy of Art," by Arthur Danto

*Prompt: Danto gives several examples in which an ordinary object might be perceptually indistinguishable from a work of art. What criteria can you think of to distinguish the art works? Can you use the same criteria for all the various genres of art? Is there an "essence" of art that can be found in all of them? If so, what is that "essence"? If not, what else seems to explain why we consider the works in question here to be works of "art"?*

**Week 3: The Aesthetic**
- "Comments on Andres Serrano" by members of the United States Senate
- Definition of "the Arts" by the United States Congress

*Prompt: These definitions are included in the legislation which established (authorized) the National Endowment for the*
Arts, an agency of the Federal government. What are the strengths of this definition for a national program like NEA? What are the problems with this definition for the NEA? Are there examples of things you would call "art" that have been omitted from this definition? Does the definition include things that you would not consider "art"?*

•"Psychical Distance as a Factor in Art and as an Aesthetic Principle" by Edward Bullough
Prompt: Think of examples from your own experiences in the appreciation of art that seem to be understandable in terms of Bullough's theory. Try to think of examples from your own experiences in the appreciation of art that cannot be explained (or explained well) in terms of Bullough's theory.*

UNIT II. MAJOR THEORIES OF THE ARTS

Week 4: Representation
•"The Ion" by Plato
Prompt: Socrates and Ion seem to agree that rhapsodes, poets, and their audiences are not in their "right minds." (See #74ff) What do they seem to mean by this? For Socrates, is this an indication of what's wrong with the arts? Do you agree that the arts are "emotional" or "irrational"? What other language does Socrates use to convey this idea? Do you agree with Socrates that this is a defect of the arts?*

•"The Republic (Book X)" (#1-200) by Plato
Prompt: Plato criticizes art for being "deceptive." How does art deceive us, according to Plato? Do you agree with this criticism? How might you develop arguments against him on this? What examples from art might be cited as counter-examples to Plato's claim?

Week 5: Representation
•"Poetics" by Aristotle
Prompt: Artists can imitate three different things, according to Aristotle (Part XXV): "things as they were or are, things as they are said or thought to be, or things as they ought to be." What are the differences between these? Are some more or less valuable than the others? What do these distinctions tell us about Aristotle's position on imitation?*

Week 6: Formalism
•"Art" by Clive Bell
Prompt: Bell responds to the subjectivist criticism in #6, claiming that aesthetic judgments have "general validity." How does he explain disagreements that we have about art? I.e., how does he defend the "general validity" of aesthetic judgments, while still accounting for disagreements that we seem to have? Is his response to the subjectivist satisfactory? What role does "significant form" play in his argument here?

Week 7: Expressionism
•"What Is Art?" By Leo Tolstoy
Prompt: Tolstoy uses the test of infectiousness, not only as a descriptive measure for what should count as art, but also as a standard for good art (#28-32). What does he mean by this standard? How does he suggest we apply this test to evaluate art? Is this a useful proposal for evaluating the quality of art? If you disagree with this proposal, how would you challenge it?

Week 8: Museum Trip and Discussion

UNIT III. THE VALUE OF ART

Week 9: Life as Art
•Nietzsche, selections from Gay Science
Prompt: Choose at least one passage for analysis. State and evaluate the main. Pose interesting questions and reflect on possible answers. Give original examples that support or undermine claims made in the passage. Suggest how the passage ties in with other course readings.

Week 10: Moral Value and Aesthetic Value
•"The Picture of Dorian Gray" by Oscar Wilde
Prompt: What is the relevance of the artist's intention to Wilde? Is there other knowledge, external to our knowledge of the work itself, which is relevant to evaluating and appreciating a work, according to Wilde? When Wilde says that "art is quite useless," what does he mean?

• "The Republic (Book X) (#200-319) by Plato

**Week 11: Subjectivity vs. Objectivity in Aesthetic Value**

• "Of the Standard of Taste" by David Hume

Prompt: In #12-16, Hume is attempting to explain how we can agree on what counts as "good" art, even though our assessments are founded in our "taste" or "sentiment." Has he succeeded? What is persuasive about his attempt? What is unsatisfying about his attempt?

• Rasa: Delight of the Reason

Prompt: What are the differences, similarities, and/or general points of comparison between Humean taste and Rasa theory? How does rasa theory differ from a theory which emphasizes one's own personal response to art?

**Week 12: Aesthetic Judgment**

• The Japanese Aesthetics of Imperfection and Insufficiency  Saito, Yuriko

• Japanese Aesthetics Donald Keene

Prompt: Choose at least one passage for analysis. State and evaluate the main. Pose interesting questions and reflect on possible answers. Give original examples that support or undermine claims made in the passage. Suggest how the passage ties in with other course readings.

**Week 13: Aesthetics & Ethics**

• The Moral Dimension of Japanese Aesthetics  Yuriko Saito

• Professional Aesthetics and Environmental Reform Marcia Eaton

Prompt: Choose at least one passage for analysis. State and evaluate the main. Pose interesting questions and reflect on possible answers. Give original examples that support or undermine claims made in the passage. Suggest how the passage ties in with other course readings.

**Week 14: Aesthetics & Ethics**

• Navajo Aesthetics: Beautifying the World through Art  Gary Witherspoon

• The Ethical Significance of Modern Art  Karsten Harries

Prompt: Choose at least one passage for analysis. State and evaluate the main. Pose interesting questions and reflect on possible answers. Give original examples that support or undermine claims made in the passage. Suggest how the passage ties in with other course readings.

**Week 15: Contemporary Theory**

• Why Listen to Sad Music if It Makes One Feel Sad  Stephen Davies

• Fleshy Canvas: The Aesthetics of Tattoo  Tanya Rodriguez

Prompt: Choose at least one passage for analysis. State and evaluate the main. Pose interesting questions and reflect on possible answers. Give original examples that support or undermine claims made in the passage. Suggest how the passage ties in with other course readings.

**Week 15:**

- Finals Week: Portfolio Review
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 7/2012

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

2. Contact information of proposer(s):

   Name(s): Dr. Liliana Soto-Fernández & Dr. Silvia Dapía, Chair
   Email(s): lsfernandez@jjay.cuny.edu & sdapia@jjay.cuny.edu
   Phone number(s): 212-237-8712 (L. Soto-Fernández) & 646-557-4415 (S. Dapía)

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

   Spanish 208-The Theme of Justice in 20th Century Spanish Literature

4. Current course description:

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

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3 & no lab hours
   c. Current prerequisites: ENG 102 or 201 or departmental permission

5. Describe the nature of the revision: Level is being changed 200 to 300 level, the course description and title are being revised.

6. Rationale for the proposed change(s): This course already addresses the theme of justice from a personal and a global perspective and perfectly fits within the Justice Core. As part of that category it needs to be a 300 level course

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

   a. Revised course description: How is justice handled in Spanish literature? How was it handled in the past and how is it handled today? How are injustices addressed? Is revenge ever a form of justice? Is the treatment of justice universal or does culture play a role in the way justice is handled? This course seeks to answer these questions as they apply to Spain through an exploration of the works of Spanish writers from the Middles Ages to the present. The works
will be read in English translation but students with a reading knowledge of Spanish will be encouraged to read all materials in the original language. *Prerequisite:* ENG 102 or 201 or departmental permission.

b. Revised course title: The Theme of Justice in Spanish Literature

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Justice in Spanish Literature

d. Revised learning outcomes –

- A variety of literary readings, an oral presentation, homework assignments and a term paper require students to analyze, assess, compare and contrast the treatment of justice within the economic, social, political and cultural context of the period of time addressed in the literary works presented in this course. The term paper, for example, requires students to place one of texts within the economic, social, political and cultural period of time and to analyze how those conditions affected what happened within the text.
- The history of the people of Spain is plagued with hardships endured from invasions, wars, dictatorships, violations of human rights and struggles to become a democracy. Through readings, homework assignments, class discussions and oral presentations students will analyze how those struggles for justice have impacted the people and the culture of Spain.
- The classroom discussions, journal reflections and oral presentations will allow students to view the same issue from different points of view. The oral presentation, for example, requires students to select a theme of justice within one of the texts for the course and compare and contrast it to the same theme in a current judicial case with the same theme so as to see how the economic, social, political and cultural context play a role in the resolution of the case.

e. Revised assignments and activities related to revised outcomes –

- **Writing Assessment Projects**— During the course of the semester, there will be 1 - 10 page paper, an oral presentation supported by PowerPoint slides and a reflection journal. The paper will require the study and placement of one of texts within the economic, social, political and cultural period of time and which will analyze how those conditions affected what happened within the text. The oral presentation supported by PowerPoint slides requires students to select a theme of justice within one of the texts for the course and compare and contrast it to the same theme in a current judicial case with the same theme so as to see how the economic, social, political and cultural context play a role in the resolution of the case. A class discussion will follow moderated by the presenter. The reflection journal will serve to keep track of class discussions and as a reflection of students changing opinions in view of the gained knowledge.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

Approved by UCASC, April 19, to College Council, May 16, 2013
h. Revised prerequisites: N/A

8. Enrollment in past semesters: This course is offered every semester and has a regular enrollment of 25 or more.

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: Justice in Global Perspective

Please explain why and how this course fits into the selected area:

The Theme of Justice in Spanish Literature approaches justice from a social, political, economic and cultural context in relation to the struggles for justice throughout the world and analyzes how those same struggles have shaped the people and the societies where they took place. The course requires presentations which compare and contrast the treatment of the same justice topics in literature and in current legal cases. It also requires a reflection journal to track the change in students’ perspective in view of the knowledge they have gained in the course.

If yes, frequency and number of sections to be offered for General Education:

   Every semester __Yes___   Number of sections: _1____
   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: 8/8/12

12. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:

    Silvia Dapia, Chair, Department of Foreign Languages and Literatures

Approved by UCASC, April 19, to College Council, May 16, 2013
## John Jay General Education College Option
### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>SPA 308</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>The Theme of Justice in Spanish Literature</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Department of Foreign Languages and Literatures</td>
</tr>
<tr>
<td>Discipline</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</td>
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<td>Contact Hours</td>
<td>3</td>
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<tr>
<td>Prerequisites</td>
<td>ENG 102 or 201 or permission of the instructor</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description</td>
<td>How is justice handled in Spanish literature? How was it handled in the past and how is it handled today? How are injustices addressed? Is revenge ever a form of justice? Is the treatment of justice universal or does culture play a role in the way justice is handled? This course seeks to answer these questions as they apply to Spain through an exploration of the works of Spanish writers from the Middles Ages to the present. The works will be read in English translation but students with a reading knowledge of Spanish will be encouraged to read all materials in the original language. Prerequisite: ENG 102 or 201 or departmental permission.</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>[ ]</td>
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<tr>
<td>[ ] Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
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<tr>
<td>[x] Justice in Global Perspective (300-level)</td>
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</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Students will:</th>
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<td>• Analyze how struggles for justice have shaped societies and cultures throughout</td>
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<td>the world</td>
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<td>resolution of the case.</td>
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<tr>
<td>• Differentiate multiple perspectives on the same subject</td>
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<tr>
<td>• Develop an understanding of the social, political, economic, and cultural</td>
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<tr>
<td>contexts of the struggles for justice throughout the world</td>
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</table>

Approved by UCASC, April 19, to College Council, May 16, 2013
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th street, 7th floor, New York, NY 10019
SYLLABUS FOR “THE THEME OF JUSTICE IN SPANISH LITERATURE”

Professor: Dr. L. Soto-Fernández
Classroom and Time:
Semester: Fall 2012
Professor’s office: 7.65.02
Course Code: SPA 308
Office Hours: By Appointment
Course Section: 01
Professor’s e-mail: lsfernandez@jjay.cuny.edu

Course Prerequisite: ENG 102 or 201 or departmental permission

Course Description: How is justice handled in Spanish literature? How was it handled in the past and how is it handled today? How are injustices addressed? Is revenge ever a form of justice? Is the treatment of justice universal or does culture play a role in the way justice is handled? This course seeks to answer these questions as they apply to Spain through an exploration of the works of Spanish writers from the Middle Ages to the present. The works will be read in English translation but students with a reading knowledge of Spanish will be encouraged to read all materials in the original language.

Required Texts:

General Learning Outcomes:
Upon completion of this course, students will be able to:
- Develop an understanding of how justice is handled in the context of social, political, and cultural context in a global perspective.
- Examine how the effort to achieve justice has managed to shape societies and cultures throughout the world.
- Differentiate various points of view on the same topic.

Specific Learning Outcomes:
Upon completion of this course, students will be able to:
- Understand the struggles endured in Spain from Medieval times to the present as they appear in multiple Spanish literary texts and gain a global perspective on the treatment of justice.
- Discuss different literary period, movements and political and judicial systems.
- Place literary texts in historical perspective.
- Discuss topics while maintaining respect and understanding of different points of view.
- Communicate ideas as result of research and factual information
- Articulate critical responses to the topics discussed in class
- Develop a research project that analyzes a literary work in the context of social, economical, political and cultural perspective.
- Reflect on how justice is handled or mishandled throughout Spanish history.

Important note: This class is taught entirely in English.

Course Requirements:

1. Participation (10 % of the final grade): Students are expected to participate in class regularly. Cell phones should be set to vibrate, so as not to interrupt the class if they happen to ring/receive text. Students are expected to attend class regularly. Generally it is not advisable to miss more than 3 classes in a given semester. Attendance will be taken every day and will be kept as a record. Classroom participation will count as 10% of the final grade and will be based on consistent, meaningful participation in classroom discussions, activities, etc.
Evaluation Criteria for Participation

**Exemplary**
- initiates and maintains interaction with students and instructor
- shows leadership in group activities
- asks pertinent questions
- is always prepared and demonstrates a minimum of errors
- always elaborates on answers

**Proficient**
- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers

**Marginal**
- participates more passively than actively
- is frequently not well prepared

**Unacceptable**
- participates grudgingly or not at all in activities
- generally does not cooperate in group activities
- has many errors, makes no effort to correct.

2. **Course Journal (10%)** - Students will keep a reflection journal (not a personal diary) throughout the semester. There should be an entry for every class meeting, except for exams. The point of the journal is to record and hone the sort of ideas that often occur to us while we read, but that we usually do not develop as much as they deserve, because we don’t linger over them long enough. Keeping a journal makes us more precise readers and gives us a more active memory of the course material. The journal will follow your own interests, rather than topics simply assigned to you.

3. **Quizzes (20%)** — 5 quizzes will be given. **There are no make-up quizzes.**

4. **Oral Presentation (20%)** — an oral presentation supported by PP slides is required in which you will explore a theme of justice from one of the texts for the course and compare and contrast it to the same theme in a current judicial case. You will need to analyze how the economic, social, political and cultural context played a role in the resolution of the case. Similarities, differences and the circumstances of the case and its resolution are an integral part of the presentation. A class discussion will follow moderated by the presenter. Full instructions on Blackboard.

<table>
<thead>
<tr>
<th>CRITERIA FOR ASSESSMENT</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Completion</strong></td>
<td>A</td>
<td>B</td>
<td>C-D</td>
<td>F</td>
</tr>
<tr>
<td>Superior completion of the task, responses appropriate and with elaboration</td>
<td>Completion of the task, responses appropriate and adequately developed</td>
<td>Partial completion of the task, responses mostly appropriate yet underdeveloped</td>
<td>Minimal or no attempt to complete the task, responses frequently inappropriate</td>
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<tr>
<td><strong>Comprehensibility</strong></td>
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<tr>
<td>Responses readily comprehensible, requiring no interpretation on the part of the listener</td>
<td>Responses comprehensible, requiring minimal interpretation on the part of the listener</td>
<td>Responses mostly comprehensible, requiring interpretation on the part of the listener</td>
<td>Responses barely comprehensible or in English.</td>
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<tr>
<td><strong>Fluency and Pronunciation</strong></td>
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<tr>
<td>Speech continuous with few pauses or stumbling and no or almost no pronunciation errors</td>
<td>Some hesitation, but manages to continue and complete thought and occasional pronunciation errors</td>
<td>Speech choppy and/or slow with frequent pauses and frequent pronunciation errors</td>
<td>Speech halting and uneven with long pauses or incomplete thoughts and few words pronounced</td>
<td></td>
</tr>
</tbody>
</table>
5. **Midterm (20%)** — there is a midterm exam. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. You will be able to take the test at a later date provided you submit written documentation of a serious illness or legal obligation.

6. **Term Paper (20%)** — you will also have one 10-page paper that deal with material covered in class. You will have to place one of texts within the economic, social, political and cultural period of time and analyze how those conditions affected what happened within the text. Complete instructions will be posted on Blackboard.

**GENERAL EVALUATION RUBRIC FOR PAPERS**

http://www.personal.psu.edu/users/s/a/sam50/rubric.htm

**The Superior Paper (A/A-)***

**Thesis:** Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear. Connects well with paper title.

**Structure:** Evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

**Use of evidence:** Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences. Demonstrates an in depth understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical, persuasive manner.

**Analysis:** Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material. Work displays critical thinking and avoids simplistic description or summary of information.

**Logic and argumentation:** All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes), which illuminate thesis. Creates appropriate college level, academic tone.

**Mechanics:** Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements.

**The Good Paper (B+/B)**

**Thesis:** Promising, but may be slightly unclear, or lacking in insight or originality. Paper title does not connect as well with thesis or is not as interesting.

**Structure:** Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

**Use of evidence:** Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences. Demonstrates a solid understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical, persuasive manner.

**Analysis:** Evidence often related to mini-thesis, though links perhaps not very clear. Some description, but more critical thinking.
Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made. Mostly creates appropriate college level, academic tone.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice. Conforms in every way to format requirements.

The Borderline Paper (B-/C+)
Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper. Paper title and thesis do not connect well or title is unimaginative.
Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.
Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences. Demonstrates a general understanding of the ideas in the assigned reading and only occasionally critically evaluates/responds to those ideas in an analytical, persuasive manner.
Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote. Even balance between critical thinking and description.
Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections. Occasionally creates appropriate college level, academic tone, but has some informal language or inappropriate slang.
Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation, citation style, and spelling. May have some run-on sentences or comma splices. Conforms in almost every way to format requirements.

The "Needs Help" Paper (C/C-)
Thesis: Difficult to identify at all, may be bland restatement of obvious point.
Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.
Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner. Demonstrates a little understanding of (or occasionally misreads) the ideas in the assigned reading and does not critically evaluates/responds to those ideas in an analytical, persuasive manner.
Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to. More description than critical thinking.
Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views. Does not create appropriate college level, academic tone, and has informal language or inappropriate slang.
Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices. Does not conform to format requirements.

The "Really Needs Help" Paper (D+/D)
Is like The "Needs Help" Paper but the problems are more serious or more frequent.

The Failing Paper
Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis. Does not follow paper guidelines for length and format. Plagiarizes.
8. **Final Grade Weighting:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>10%</td>
<td>Course Journal</td>
<td>10%</td>
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<tr>
<td>20%</td>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>20%</td>
<td>Oral Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>20%</td>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>20%</td>
<td>Term Paper</td>
<td>20%</td>
</tr>
</tbody>
</table>

The John Jay *Undergraduate Bulletin* allows for the following grades only:

- A, A- Excellent
- B+, B, B- Very Good
- C+, C Satisfactory
- C-, D+, D, D- Poor
- F Failure
- WU Withdrawed Unofficially
- P PASS
- R REPEAT

9. **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.

Use of an internet translation website or cutting and pasting for any part of an assignment is also considered cheating, as well as consulting other sources that are outside the scope of the course (including native speakers). The written work required for the course must fulfill the stated assignment and must be the student’s original work.

10. **Incomplete Grade Policy**

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.

11. **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).

<table>
<thead>
<tr>
<th>Week</th>
<th>Material to be covered in class</th>
<th>HW &amp;Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course, syllabus and requirements. Historical perspective: Middle Ages: Faith and Justice. LO# 1: Social, political, economic and cultural context of the Middle Ages.</td>
<td>Review syllabus and obtain required texts and materials for the course. Read First Canto, Poem of Mio Cid, pp. 22-79</td>
</tr>
<tr>
<td>3</td>
<td><em>Poem of Mio Cid</em>: What is a hero? Presentations. LO # III: Reflection on what is a hero? The Cid’s reaction upon the rape and beating of his daughters. Analysis and discussion of justice &amp; punishment.</td>
<td>Read Third Canto, Poem of Mio Cid, pp. 142-216. Study for Quiz # 1 on Poem of Mio Cid</td>
</tr>
<tr>
<td>4</td>
<td>Quiz # 1 FuenteOvejuna, The Sheepwell: Historical Perspective LO # I: Social, political &amp; economic conditions that led to the rising of the peasants of Fuente Ovejuna in 1476.</td>
<td>Read Act I, FuenteOvejuna, The Sheepwell, pp. 67-91.</td>
</tr>
<tr>
<td>6</td>
<td>Quiz # 2</td>
<td>Read Act I, Trickster of Seville, 139-165.</td>
</tr>
<tr>
<td>8</td>
<td>Quiz # 3 Life is a Dream: Historical Perspective Life is a Dream: Culture and Justice LO I: The role of science in society and the questioning of its validity. LO II: Was the jailing of Segismund justified?</td>
<td>Read Acts I &amp; II: Life is a Dream, pp. 221-274.</td>
</tr>
<tr>
<td>12</td>
<td>The House of Bernarda Alba: Historical Perspective LO I: Women in pre-Franco Spain. Social, economic and cultural context in which they lived. LO # 2: Consequences of the death of Librada’s child.</td>
<td>Read Acts II &amp; III, The House of Bernarda Alba, pp. 177-211.</td>
</tr>
<tr>
<td>13</td>
<td>The House of Bernarda Alba: Silence. Presentations on The House of Bernarda Alba LO # III: Giving a voice to the silence to obtain justice.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Review Reflections Journal –Due</td>
<td></td>
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<tr>
<td>15</td>
<td>Final Paper : Due on the day of the final exam</td>
<td></td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Kathy Killoran and UCASC

FROM: Allison Pease, Chair of English

RE: change of prerequisites for English courses to accord with new Pathways Gen Ed

DATE: April 9, 2013

In order to align prerequisites to English and Literature courses with the revised Pathways General Education requirements, I am requesting the following changes:

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>CURRENT PREREQUISITES</th>
<th>REVISED PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 228 Introduction to Language</td>
<td>ENG 201 and ANT 101 or PSY 101 or SOC 101 or CRJ 101 or CJBS 101</td>
<td>ENG 201</td>
</tr>
<tr>
<td>ENG 328 Forensic Linguistics</td>
<td>ENG 102 or ENG 201, and one of the following: ANT 101, CRJ 101, CJBS 101, PSY 101, or SOC 101</td>
<td>ENG 201</td>
</tr>
<tr>
<td>LIT 219 The Word as Weapon</td>
<td>ENG 102 or ENG 201, and one of the following: LIT 230, LIT 231, LIT 232, or LIT 233</td>
<td>ENG 201</td>
</tr>
<tr>
<td>LIT 260 Introduction to Literary Study</td>
<td>ENG 102 or 201, and LIT 230 or LIT 231 or LIT 232 or LIT 233</td>
<td>ENG 201</td>
</tr>
<tr>
<td>LIT 283 New York City in Film</td>
<td>ENG 102</td>
<td>ENG 201</td>
</tr>
<tr>
<td>LIT 284 Film and Society</td>
<td>ENG 102</td>
<td>ENG 201</td>
</tr>
<tr>
<td>LIT 309 Contemporary Fiction</td>
<td>one of the following: LIT 230, LIT 231, LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
<tr>
<td>LIT 311 Literature and Ethics</td>
<td>ENG 102 or 201, PHI 231, and one of the following: LIT 230 or 231 or 232 or 233</td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
<tr>
<td>LIT 313 Shakespeare</td>
<td>Prerequisites: ENG 102 or 201, and LIT 230 or LIT 231 or LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
<tr>
<td>LIT 315 American Literature and the Law</td>
<td>Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
<tr>
<td>LIT 316 Gender and Identity in Literature</td>
<td>Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
<tr>
<td>LIT 319 Law and Justice in European Medieval Literature</td>
<td>ENG 102 or 201, and LIT 230 or LIT 231 or LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
<tr>
<td>LIT 323 The Crime Film</td>
<td>Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
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Approved by UCASC, April 19, to College Council, May 16, 2013
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite:</th>
<th>Co-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 324</td>
<td>Road Movies</td>
<td>one of the following: LIT 230, LIT 231, LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
<tr>
<td>LIT 325</td>
<td>Science Fiction Film</td>
<td>one of the following: LIT 230, LIT 231, LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
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<tr>
<td>LIT 330</td>
<td>Alfred Hitchcock</td>
<td>one of the following: LIT 230, LIT 231, LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
<tr>
<td>LIT 331</td>
<td>Steven Spielberg</td>
<td>one of the following: LIT 230, LIT 231, LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
<tr>
<td>LIT 332</td>
<td>Martin Scorsese and Spike Lee</td>
<td>one of the following: LIT 230, LIT 231, LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
<tr>
<td>LIT 340</td>
<td>The African American Experience in America: Comparative Racial Perspectives</td>
<td>one of the following: LIT 230, LIT 231, LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250 or AFR 140</td>
</tr>
<tr>
<td>LIT 342</td>
<td>Perspectives on Literature and Human Rights</td>
<td>ENG 102 or 201, and LIT 230 or LIT 231 or LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
<tr>
<td>LIT 344</td>
<td>Caribbean Literature and Culture</td>
<td>ENG 102 or 201, and LIT 230 or LIT 231 or LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
<tr>
<td>LIT 346</td>
<td>Cultures in Conflict</td>
<td>ENG 102 or 201, and LIT 230 or LIT 231 or LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
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<tr>
<td>LIT 352</td>
<td>New Fiction</td>
<td>one of the following: LIT 230, LIT 231, LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
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<tr>
<td>LIT 360</td>
<td>Mythology in Literature</td>
<td>one of the following: LIT 230, LIT 231, LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
<tr>
<td>LIT 362</td>
<td>The Bible as Literature</td>
<td>one of the following: LIT 230, LIT 231, LIT 232 or LIT 233</td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
<tr>
<td>LIT 366</td>
<td>Writing Nature</td>
<td></td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
<tr>
<td>LIT 3XX</td>
<td>Comics and Graphic Narratives</td>
<td></td>
<td>Any 200-level LIT course or HJS 250</td>
</tr>
</tbody>
</table>
John Jay College of Criminal Justice
The City University of New York

College Council Calendar 2013-2014

<table>
<thead>
<tr>
<th>Items Due</th>
<th>Executive Committee</th>
<th>College Council Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, August 28, 2013</td>
<td>Tuesday, September 10, 2013</td>
<td>Thursday, September 26, 2013</td>
</tr>
<tr>
<td>Monday, September 30, 2013</td>
<td>Wednesday, October 9, 2013</td>
<td>Thursday, October 24, 2013</td>
</tr>
<tr>
<td>Wednesday, October 30, 2013</td>
<td>Monday, November 11, 2013</td>
<td>Tuesday, November 26, 2013</td>
</tr>
<tr>
<td>Wednesday, November 27, 2013</td>
<td>Monday, December 2, 2013</td>
<td>Thursday, December 12, 2013</td>
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</tbody>
</table>

NO MEETINGS IN JANUARY

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<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Tuesday, January 21, 2014</td>
<td>Thursday, January 30, 2014</td>
<td>Thursday, February 13, 2014</td>
</tr>
<tr>
<td>Friday, February 14, 2014</td>
<td>Wednesday, February 26, 2014</td>
<td>Wednesday, March 12, 2014</td>
</tr>
<tr>
<td>Monday, March 24, 2014</td>
<td>Wednesday, April 2, 2014</td>
<td>Wednesday, April 23, 2014</td>
</tr>
</tbody>
</table>

All meetings begin at 1:40 p.m. and are open to the College Community. The Executive Committee meetings are held in room 610T and the College Council meetings and are held in room 630T.

The multicolored chairs are reserved for members of the Council. Non-members are asked to sit in the blue chairs.

*Additional meeting on Tuesday, Dec. 10th & Wednesday, May 14th as backup if needed