I. Adoption of the Agenda

II. Minutes of the October 23, 2014 College Council (attachment A), Pg. 3

III. Proposals from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B10) – Interim Dean Allison Pease

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C5. Change in degree program: Advanced Certificate in Terrorism Studies, Pg. 47
C6. Change in degree program: Advanced Certificate in Crime Prevention and
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C8. WU policy for graduate students revised, **Pg. 56**

V. New Business

VI. Administrative Announcements – President Travis

VII. Announcements from the Faculty Senate – President Karen Kaplowitz

VIII. Announcements from the Student Council – President Shereef Hassan
The College Council held its second meeting of the 2014-2015 academic year on Thursday, October 23, 2014. The meeting was called to order at 1:50 p.m. and the following members were present: Grace Theresa Agalo-os, Barna Akkas, Schevaletta Alford, Andrea Balis, Adam Berlin, Jane P. Bowers, Claudia Calirman, Anthony Carpi, James Cauthen, Katarzyna Celinska, Lynette Cook-Francis, Silvia Dapia, Sandrine Dikambi, Artem Domashevskiy, Janice Dunham, Jennifer Dysart, Margaret Escher, Kuniz Fatima, Katie Gentile, Lior Gideon, John Gutierrez, Maki Haberfeld, Shereef Hassan, Hunter Johnson, Faika Kabir, Karen Kaplowitz, Maria Kiriakova, Carmen Kynard, Nilsa Lam, Taisha Lazare, Anne Lopes, Vincent Maiorino, Xerxes Malik, Edward Paulino, Allison Pease, Giovanni Perna, Robert Pignatello, Muhammad Rehman, Dainius Remeza, Kyle Roberts, Marcel Roberts, Raul Romero, Raul Rubio, Rosann Santos-Elliott, Michael Scaduto, Ian Seda, Francis Sheehan, Charles Stone, Staci Strobl, Robert Till, Jeremy Travis, Robert Troy, Arturo Urena, Janet Winter and Daniel Yaverbaum.

Absent were: Warren Benton, Marsha Clowers, Diana Falkenbach, Robert Furst, Alma Huskic, Norris James, Tiffani Kennedy, Louis Kontos, Tom Kucharski, Kyoo Lee, Jay Pastrana, Frank Pezzella, Nicole Ponzo, Fritz Umbach and Kristal Wilkins.

I. Adoption of the Agenda
A motion was made to amend the agenda as follows:

- Provost Bowers made a subsidiary motion to replace Director Kevin Nesbitt as the presenter for item VI with Professors David Munns and Jay Hamilton. Provost Bowers also stated that the document should be corrected to read “We” and not “I” to indicate the request came from the Taskforce and not an individual.
- Associate Provost and Dean Lopes moved to have item V withdrawn from the agenda.

The motion was seconded and passed.

In Favor: 45   Oppose: 0   Abstentions: 9

II. Minutes of the September 22, 2014 College Council
A motion was made to adopt the minutes as presented. The motion was seconded and passed.

In Favor: 53   Oppose: 0   Abstentions: 1

III. Approval of the Members of the College Council Committees
It was moved to amend the membership list as follows:
**Undergraduate Curriculum and Academic Standards Committee**

- Professor Jonathan Jacobs replaces Professor Mary Ann McClure as the Philosophy department representative.
- Giovanni Perna replaces Muhammad Rehman as the student representative.

The motion was seconded and approved unanimously.

**IV. Proposals from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C3)**

A motion was made to adopt the new program marked “C1. Honors in the Economics Major”. The motion was seconded and passed.

In Favor: 53    Oppose: 0    Abstentions: 1

A motion was made to adopt the new program marked “C2. Honors Option for BA in Gender Studies”. The motion was seconded and approved unanimously.

**V. Proposal from the Committee on Graduate Studies (attachments D)**

The item marked “D. Proposed Revision of the Grade of WU policy for graduate students” was withdrawn.

**VI. Proposal from the Provost’s Taskforce on the Student Evaluation of the Faculty (attachment E)**

A motion was made to table the proposal until the February College Council “E. Proposal to Evaluate All Courses Using the Current Online Tool and Questionnaire for a Period of Two Years”. The motion was seconded and failed.

In Favor: 23    Oppose: 28    Abstentions: 3

A motion was made by Professor Valerie Allen on behalf of the Faculty Personnel Committee to amend the proposal to read “In addition, a new college mean based on the online data set will be established each semester as the baseline for comparison”. The motion was seconded and failed.

In Favor: 31    Oppose: 3    Abstentions: 18

A motion was made to adopt the proposal as presented. The motion was seconded and failed.

In Favor: 33    Oppose: 10    Abstentions: 7

The meeting was adjourned at 3:02 p.m.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: September 11, 2014

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

1. a. Department(s) or program(s) proposing this course ______Political Science_________

   b. Name and contact information of proposer(s) ______Monica W. Varsanyi_________

      Email address(es) ______mvarsanyi@jjay.cuny.edu_________
      Phone number(s) ______x8232 __________________________

2. a. Title of the course ______Senior Seminar in American and Urban Politics and Policy____

   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst) ____SEM AMERICAN & URBAN POLITICS

   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:

   “American and Urban Politics and Policy” is one of four concentrations in the Political Science major, specifically Concentration C. Every Political Science major must complete one 400-level course in his/her concentration, in addition to POL 409: Colloquium for Research in Government and Politics. As a 400-level senior seminar, this course is designed to provide advanced undergraduate students with solid grounding in a major subfield of political science, as well as the opportunity to complete independent research in this area. Consequently, this course will meet all of the major’s learning outcomes, completing the education of Political Science majors in their chosen concentration.

   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.)

   In Concentration C, students currently have two options to complete their 400-level requirement: POL 406/407/408, the government and politics internship courses, or POL
405 Seminar in New York City Politics. Prior to Fall 2012, Concentration C of the Political Science major was called, “Urban Affairs and Community Leadership” and hence, POL 405 was an appropriate topical choice for students who did not choose the internship option. Starting in Fall 2012, however, Concentration C has been renamed “American and Urban Politics and Policy,” which more adequately reflects the revised learning outcomes for Concentration C students, as well as the addition of faculty in Concentration C whose work extends beyond urban affairs. As such, we are proposing to delete POL 405 from the books, and to replace it with POL 4xx Senior Seminar in American and Urban Politics and Policy.

As a special topics course, POL 4xx will be taught by various faculty members, who will focus in varied detail and specificity on their particular areas of expertise. Despite the fact that the topics and assignments may vary by instructor, the pedagogical goals of this capstone course remain the same: (1) building on foundational concepts from previous courses; (2) synthesizing those lessons into a more detailed examination of a contemporary topic in the literature; and (3) providing students with the tools and skills to engage in social scientific inquiry. As the sample syllabus illustrates, this course will provide students an opportunity to engage the literature in the fields of American Politics, Urban Politics, and/or Public Policy through intensive and detailed readings, and to write a senior paper in the area.

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 is an advanced senior-level seminar focusing on a specific topic or issue to be chosen by individual instructors. This course will offer an intensive examination of the key concepts, methods, issues and debates in American Politics, Urban Politics and/or Public Policy. Students will produce a major research paper that engages the contemporary debates in these subfields.

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

ENG 102/201, POL/GOV 101, POL 225, and senior standing or permission of instructor.

6. **Number of:**
   - a. Class hours ___3___
   - b. Lab hours ______
   - c. Credits ___3___

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

A senior capstone experience helps students majoring in political science meet all four of the Political Science major’s learning outcomes:

(1) Students will initiate, develop, and present independent research.
(2) Students will write effectively, engage in intellectually grounded debate, and form and express cogent arguments.
(3) Students will become knowledgeable members of the community capable of reasoned judgments on political issues and ideas.

(4) Students will demonstrate knowledge of the major subfields of political science, as represented by the major’s foundations requirements and concentrations.

To meet the major’s learning outcomes, the following will be the course’s learning outcomes. With a reasonable effort and upon successful completion of this course, students should be able to do the following:

(1) Demonstrate an understanding of the research process (relates to the outcome of “initiating, developing, and presenting independent research”)

(2) Form and express cogent arguments as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation (relates to the outcome of “Writing effectively, engaging in intellectually grounded debate, and forming and expressing cogent arguments”)

(3) Analyze research in a major subfield of Political Science (relates to the outcome of “becoming knowledgeable citizens capable of reasoned judgments on political issues and ideas”)

(4) Identify, comprehend and evaluate the relevant contemporary debates and arguments regarding American Politics, Urban Politics, and/or Public Policy (relates to the outcomes “demonstrate knowledge of the major subfields of political science” as well as “becoming knowledgeable citizens capable of reasoned judgments on political issues and ideas”)

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)

Political Science major, Concentration C
Political Science minor

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**?

   There will be two main methods for assessing outcomes in this course: (1) a final research paper; and (2) a take-home examination given at the end of the substantive readings for the course. As the sample syllabus illustrates, there may be additional assignments depending on the instructor as well as assignments that serve as scaffolding for the final research paper. The examination will be used to determine knowledge and comprehension of the course materials; this examination is targeted to assess learning outcome 4 for the course.

   The final research paper and the additional assignments should allow students to demonstrate all four learning outcomes for the course. Students are to write a research paper on any topic covered in the course. Generally, students will be guided to pick a theoretical debate within the subfields of American Politics, Urban Politics, and/or Public Policy. In this research paper, students will be asked to craft a well-articulated and well-grounded paper that enters into the theoretical debate. By using contemporary and current academic research as well as empirical evidence, students will assess the viability of the theoretical “puzzle” as well as offer commentary and opinions regarding the different perspectives in the debate.

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

   Yes__X__  No____

   • If yes, please state the librarian’s name____ Janice Dunham___________

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

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

     ➢ The library catalog, CUNY+ __X_
13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval _March 21, 2014_

15. **Faculty** - Who will be assigned to teach this course? __Professors Arbour, Sidman, Rutledge, Majic, Bockmeyer, Varsanyi________________________

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?

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

   **POL 405 Seminar in New York City Politics**

19. **Approvals:**

   James Cauthen

   Chair, Political Science Department

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Approved by UCASC, Oct 17, prepared for Nov 25, 2014
POL 4xx: Senior Seminar in American and Urban Politics and Policy

Special Topic: New York City Government and Politics

POL 4xx.01 Day and Time, Room Assignment
POL 406.02 Day and Time, Room Assignment

Instructor
Office:
Email:
Office Hours:

Bulletin Course Description
This is an advanced senior-level seminar focusing on a specific topic or issue to be chosen by the instructor offering the section of the course. This course will offer an intensive examination of the key concepts, methods, issues and debates in American Politics, Urban Politics and/or Public Policy. Students will produce a major research paper that engages in contemporary debates in these subfields.

Additional Course Description for this Semester
This semester, we will examine the network of power shaping New York City politics. This will include an analysis of external influences including intergovernmental relations, the global economy, in- and out-migration; and internal dynamics such as the machine-reform dialectic, politics of planning and public authorities. We will also survey policy-making determinants in New York City including ethnicity and class, fiscal crises, power of developers and use of communities as real estate commodities.

Learning Outcomes
Students should be able to:
1. Demonstrate an understanding of the research process.
2. Form and express cogent arguments as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation.
3. Analyze research in the subfields of American Politics, Urban Politics and/or Public Policy.
4. Identify, comprehend and evaluate the relevant contemporary debates and arguments regarding American Politics, Urban Politics, and/or Public Policy.

Course Prerequisites
ENG 102/201, POL/GOV 101, POL 225, and senior standing or permission of instructor.

Course Requirements
The course will be taught in a seminar format in which student preparation and questions will drive the discussion. Participation—questions, comments, and topics of interest—will be expected in discussion of all readings, which are to be read prior to the class for which they are assigned.

Students will write a research paper on any topic covered in the course, or covered in prior Concentration C courses. Generally, students are to pick a theoretical debate regarding different aspects of American Politics, Urban Politics and/or Public Policy. In this research paper, students will craft a well-articulated and well-grounded paper that enters into the theoretical debate. By using contemporary and current academic research as well as (potentially) empirical evidence, students must assess the viability of the theoretical “puzzle” as well as offer critical analysis regarding different perspectives in the debate. Instructions for the final paper and assignments will be handed out separately and will be available for download on Blackboard.

Approved by UCASC, Oct 17, prepared for Nov 25, 2014
Your grade for this course will come from the following:

- Midterm Exam (30% of final grade), take home essays.
- Final Paper (70% of final grade), broken down as follows:
  - statement of topic (5%)
  - thesis statement and annotated bibliography (10%)
  - methods section (10%)
  - paper draft (10%)
  - final project (30%)
  - research presentation (5%)

Required readings


Additional readings, as specified below, are available either online or on the Library E-Reserves.

Resources for Studying New York City Politics and Government
For research on NYC or your city agency, visit the City Hall Library at 31 Chambers Street, Suite 112, NYC.gov/records. Their hours are Monday through Friday, 10am-4pm (call for the latest). CITYSTORE is the City Publishing Center and carries a range of publications of the City of New York (as well as coffee mugs and T-shirts...). The CITYSTORE is located at 1 Center Street, North Plaza. They are also online: www.NYC.gov/citystore. Some helpful web sites are:

- NYC government: www.nyc.gov
- The Independent Budget Office: www.ibo.nyc.ny.us
- Center for an Urban Future: www.nycfuture.org
- City Limits magazine: www.citylimits.org
- The Regional Plan Association’s website is: www.rpa.org
- Gotham Gazette: www.gothamgazette.com. For the duration of the semester, I highly recommend that you sign up for Gotham Gazette’s *Eye Opener*, a daily email newsletter covering NYC government and politics.

Citation: I uphold broadly accepted standards of scholarship and citation. Your Weekly Essays must be adequately cited, and your information must be properly credited to their sources. In this vein, please use APA citation style when writing your paper. You can find an APA style guide on the library’s website at: http://www.lib.jjay.cuny.edu/research/apastyle2010.pdf. I am quite happy to help you learn how to cite properly and/or provide resources on doing proper citation, so if you’re unfamiliar with the process, or wish to fine tune your skills, just ask. I would much rather that you ask for help, than unintentionally plagiarize. Speaking of which...

Plagiarism: *I will not tolerate plagiarism in your written work*. Seriously. Plagiarism and cheating are violations of CUNY’s policy on academic integrity. As the John Jay statement on plagiarism states, “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." Intentional plagiarism will result in a failing grade and expulsion from the course. 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. I'm serious about this.

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

**Extra Work During the Semester:** Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. 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.

**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. Please see the Undergraduate Bulletin, p. 230 for a complete statement of this policy.

**Course Outline**

Readings subject to revision.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>No reading</td>
</tr>
</tbody>
</table>
 • Writing a Research Paper, Chs. 1 and 2 |
 • Writing a Research Paper, Ch. 3 |
 • Writing a Research Paper, Ch. 4 |
<p>| 5    | The Political | • Governing Gotham, Chapters 1 and 2 |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Sources</th>
</tr>
</thead>
</table>
| Economy of NYC                            | • *Writing a Research Paper*, Ch. 5  
| Federalism and the City                    | • *Governing Gotham*, Chapters 3 and 4  
• *Writing a Research Paper*, Ch. 6 and 7  
| The Public                                | • *Governing Gotham*, Chapter 5  
• *Writing a Research Paper*, Ch. 8  
• “Whose dreams will decide? The push for neighborhoods to have more than a voice,” *City Limits*, December 2010. http://www.citylimits.org/news/articles/4250/whose-dreams-will-decide  
| Political Parties, the Mayor, and the NYC Charter | • *Governing Gotham*, Chapters 6 and 7  
• *Writing a Research Paper*, Ch. 9  
| The City Council and the Bureaucracy       | • *Governing Gotham*, Chapters 8 and 9  
• *City Limits Investigates*, “A Week in the Life of the NYC Council,” (Spring 2009)  
| Public Authorities                         | • Annnmarie Hauck Walsh, “Public authorities and the shape of decision making,” in Bellush and Netzer (eds.) *Urban Politics New York Style*. Armonk, NY: Sharpe, pp. 188-219 (available on Blackboard)  

MIDTERM DUE TODAY
• Themis Chronopoulos, "The radicalization of spatial regulation, 1994-2001," Spatial Regulation in New York City: From Urban Renewal to Zero Tolerance (Chapter 7) (available on Blackboard)  
  o Ch. 1: Public Housing’s Last Stand  
  o Ch. 2: The Life and Times of Public Housing  
  o Ch. 3: Suddenly, No One Wanted to Pay for Public Housing  
  o Ch. 4: High Hopes, Steep Challenges for NYCHA  
  o Project Patrol: Crime in Public Housing, Past and Present  
  o Capital Ideas: Rebuilding Public Housing, Under Pressure  
  o Seeing Green: NYCHA Aims to Cut Carbon and Costs  
  o Time for Hardball? Public Housing Politics  
• Remember Poverty?, Special 35th Anniversary Issue” City Limits, July/August 2011  
  o Obama anti-poverty programs begin to take shape.  
  o What would help poor New Yorkers? Take your pick.  
  o Sharon’s homework: self-sufficiency.  
  o One woman’s plan to beat poverty.  
  o From blue-collar to the welfare line.  
  o The poor have numbers. Do they count?  
  o Even entrepreneurs need food stamps.  
| Final Exam | FINAL PRESENTATIONS |
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 (kkilleran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: 05/14/14

1. Name of Department or Program: ENGLISH

2. Contact information of proposer(s):

   Name(s): Valerie Allen
   Email(s): vallen@jjay.cuny.edu
   Phone number(s): 212 237 8594

3. Current number, title, and abbreviated title of course:
   (Abbreviated title can be found on SIMS)
   LIT 260 Introduction to Literary Study

4. Current course description:
   Introduction to Literary Study teaches the skills needed to study literature with understanding and pleasure. Students will learn strategies for reading, interpreting, criticizing, and writing about complex literary works. Through studying short stories, poetry, plays, and a novel, students ascertain the defining characteristics of literary genres, develop a working vocabulary of literary terms, and advance their ability to write critical essays on literary texts.
   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 201

5. Describe the nature of the revision:
   CHANGE THE PREREQS FROM ENG 201 TO ENG 101 AND ADD “ANY 200-LEVEL LIT COURSE” AS A PRE or CO-REQUISITE

6. Rationale for the proposed change(s):
THE OLD PREREQS FOR LIT 260 CALLED FOR ONE GEN ED LITERATURE COURSE (LIT 230, 231, 232, OR 233). LAST YEAR TO ACCOMMODATE THE NEW GEN ED, WE DROPPED THE LITERATURE PRE-REQ ENTIRELY. WE HAVE FOUND THIS PROBLEMATIC AND SO WANT IT TO BE CHANGED (AS REQUESTED ABOVE) TO ALIGN WITH PATHWAYS GEN ED REQUIREMENTS BUT GIVE STUDENTS SOME EXPERIENCE IN LITERATURE ALONG WITH THE FIRST COURSE IN THE ENGLISH MAJOR (LIT 260).

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

   a. Revised course description: N/A
   b. Revised course title: N/A
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A
   d. Revised learning outcomes: N/A
   e. Revised assignments and activities related to revised outcomes: N/A
   f. Revised number of credits: N/A
   g. Revised number of hours: N/A
   h. Revised prerequisites:
      PREREQUISITE: ENG 101
      PRE or CO-REQUISITE: ANY 200-LEVEL LIT COURSE OR LIT 326 OR LIT 327

8. Enrollment in past semesters: **115 students per semester**

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?

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

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:

    **5/13/14**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

    **VALERIE ALLEN**  
    **CAROLINE REITZ**
John Jay College of Criminal Justice  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: June 23, 2014

1. Name of Department or Program: Department of Mathematics and Computer Science

2. Contact information of proposer(s):

   Name(s): Michael Puls  
   Email(s): mpuls@jjay.cuny.edu  
   Phone number(s): 212-484-1178

3. Current number, title, and abbreviated title of course: CSCI 260, Data Processing

4. Current course description: This course provides the student with basic knowledge of personal computers and their use in the modern workplace. Non-technically trained individuals learn how to organize their data for efficient computer use and to decide which practical options are available vis-à-vis specific computer systems. Students learn to use word processing packages, spreadsheets and databases in a modern networked computing environment.

   a. Number of credits: three

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

   c. Current prerequisites: ENG 101 and 3 credits of mathematics.

5. Describe the nature of the revision: Drop the mathematics requirement from the prerequisite and change the course description.

6. Rationale for the proposed change(s): No mathematics is required for this course. The mathematics that is used in this course is learned in high school, so we would like to drop the mathematics course prerequisite. We would also like to revise the course description to better reflect what is being taught in the course.

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

   a. Revised course description: This course provides basic competencies in information processing for non-technically trained individuals. Students gain hands-on experience with word processing packages, spreadsheets, database systems and presentation software using current versions of Microsoft’s office suite. Concepts introduced include hardware, system and application software, Internet based applications and storage, and information security.

   b. Revised course title: NA
c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA

d. Revised learning outcomes NA

e. Revised assignments and activities related to revised outcomes NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: ENG 101

8. Enrollment in past semesters: The course typically enrolls 20 per section per semester. This semester there are 16 enrolled in one section.

9. Does this change affect any other departments?

_____ X_ No  _____ Yes (if so what consultation has taken place)?

10. Date of Department or Program Curriculum Committee approval: May, 2014

11. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: Doug Salane
Course Revision Form

Date Submitted: June 23, 2014

1. Name of Department or Program: Mathematics and Computer Science

2. Contact information of proposer(s):

   Name(s): Michael Puls
   Email(s): mpuls@jjay.cuny.edu
   Phone number(s): 212-484-1178

3. Current number, title, and abbreviated title of course: MAT 241, Calculus I

4. Current course description: The basic concepts of limit, continuity and derivative are presented. Differentiation and integration of algebraic functions are developed. Applications are made to related rates, problems of maxima and minima, and to finding areas and volumes.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 101, and MAT 141 or placement examination.

5. Describe the nature of the revision: Revise the course description.

6. Rationale for the proposed change(s): We want to revise the course description to better reflect what is being taught in the course

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

   a. Revised course description: In this course, the first in the calculus sequence, differential calculus is investigated. Topics studied include limits, continuity, the derivative, the derivative of exponential and logarithmic functions, differentiation techniques, related rates, differentials, maximum and minimum of a functions, curve sketching, optimization problems, and an introduction to the antiderivative.

   b. Revised course title: NA

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
d. Revised learning outcomes NA

e. Revised assignments and activities related to revised outcomes NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: Average about 225 students per semester.

9a. Will this course be offered as part of the new JJ General Education program

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

   Required Core: English Composition _____ Quantitative _X_____ Natural/Life Sciences _____

   *This course is already a stem variant for the required core, Math and Quantitative Reasoning.*

9b. Please explain why and how this course fits into the selected area: N/A

9c. If yes, frequency and number of sections to be offered for General Education:

   Every semester ___X___ Number of sections: ___9___
   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: 5/15/2014

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

   Douglas Salane
Course Revision Form

Date Submitted: June 23, 2014

1. Name of Department or Program: Mathematics and Computer Science

2. Contact information of proposer(s):
   
   Name(s): Michael Puls
   Email(s): mpuls@jjay.cuny.edu
   Phone number(s): 212-484-1178

3. Current number, title, and abbreviated title of course: MAT 242, Calculus II

4. Current course description: Applies the concepts of Calculus I to transcendental functions. Introduces l'Hôpital’s method for dealing with indeterminate forms. Taylor series and general infinite series are discussed with respect to convergence and divergence.

   a. Number of credits: 3

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


5. Describe the nature of the revision: Revise the course description.

6. Rationale for the proposed change(s): We want to revise the course description to better reflect what is being taught in the course

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

   a. Revised course description: In this course, the second in the calculus sequence, integral calculus is investigated along with an introduction to infinite series. Subjects studied include Riemann sums, the definite integral and the Fundamental Theorem of Calculus, Techniques of Integration, area between curves, disk and washer method for computing volumes, improper integrals, trapezoid rule. Introduction to sequences and series, p-series, ration test for convergence, power series, Taylor series and representation of a functions as a power series.

   b. Revised course title: NA

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
d. Revised learning outcomes NA

e. Revised assignments and activities related to revised outcomes NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: Average about 130 students per semester.

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?

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

   Required Core: English Composition _____  Quantitative  _X_____  Natural/Life Sciences _____

   *This course is already a stem variant for the required core, Math and Quantitative Reasoning,

9b. Please explain why and how this course fits into the selected area: Already approved

9c. If yes, frequency and number of sections to be offered for General Education:

   Every semester __X__   Number of sections: __5__
   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: 5/15/2014

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

   Douglas Salane
Course Revision Form

Date Submitted: June 23, 2014

1. Name of Department or Program: Mathematics and Computer Science

2. Contact information of proposer(s):

   Name(s): Michael Puls
   Email(s): mpuls@jjay.cuny.edu
   Phone number(s): 212-484-1178

3. Current number, title, and abbreviated title of course: MAT 243, Calculus III

4. Current course description: Application of the techniques of elementary calculus to three dimensions, including vector calculus, surface area and arc length. Other topics discussed are the use of improper integrals in the form of Laplace integrals for solving ordinary differential equations, differentiation and the integration of infinite series.

   a. Number of credits: 3

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


5. Describe the nature of the revision: Revise the course description.

6. Rationale for the proposed change(s): We want to revise the course description to better reflect what is being taught in the course.

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

   a. Revised course description: In this course, the third in the calculus sequence, multivariable calculus is studied along with an introduction to parametric equations. Topics studied include parametric curves, calculus of parametric curves, vector functions, calculus of vector functions, surfaces, partial derivatives, directional derivatives, the gradient vector, multiple integrals, integration in alternate coordinate systems, and an introduction to vector calculus.

   b. Revised course title: NA

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
d. Revised learning outcomes NA

e. Revised assignments and activities related to revised outcomes NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: Average about 15 students per semester.

9a. Will this course be offered as part of the new JJ General Education program

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

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: 5/15/2014

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

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

Course Revision Form

Date Submitted: 9/16/2014

1. Name of Department or Program: Department of Mathematics and Computer Science

2. Contact information of proposer(s):

   Name(s): Michael Puls
   Email(s): mpuls@jjay.cuny.edu
   Phone number(s): 212-484-1178

3. Current number, title, and abbreviated title of course: MAT 310, Linear Algebra


   a. Number of credits: three
   b. Number of class hours (please specify if the course has lab hours): three class hours
   c. Current prerequisites: ENG 201, MAT 241-242 or the equivalent

5. Describe the nature of the revision: Drop MAT 242 from the prerequisite list and revise the course description.

6. Rationale for the proposed change(s): The revised computer science major does not require MAT 242, but does require the student to pick an elective from among MAT 242 (Calculus II), MAT 310 (Linear Algebra) or MAT 371 (Numerical Analysis). Thus we would like to drop MAT 242 from being a prerequisite for MAT 310 so that the student can take MAT 310 instead of MAT 242 if they choose to do so. Also the material covered in MAT 242 is not needed in MAT 310. The course description is being revised to better reflect what is taught in the course.

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

   a. Revised course description: An introduction to the fundamentals of linear algebra. Topics studied include: systems of linear equations, matrices, determinants, vector spaces, basis and dimension, rank of a matrix, change of basis, linear transformations, eigenvalues and eigenvectors.
   b. Revised course title: NA
c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA

d. Revised learning outcomes NA

e. Revised assignments and activities related to revised outcomes NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 201 and MAT 241**

8. Enrollment in past semesters:

The course typically enrolls 20 -25 students each spring semester

9. Will this course be part of the College’s New General Education Program?

   ___X___ No   _____ Yes

10. Does this change affect any other departments?

    ____X_ No    _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: September 2014

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: Doug Salane
To the Curriculum Committee:

On behalf of the criminal justice department, I am writing to request that four changes be made to the requirements for the criminal justice BA.

1) On the basis of our first two assessments of the major, we have concluded that our principal challenge is training students quantitatively and exposing them to concepts of research design as early in their career as possible. As a consequence, we have decided to turn our statistics course into a year-long sequence—CJBA 240 (Quantitative Inquiry of Problems in Criminal Justice I) and CJBA 241 (Quantitative Inquiry of Problems in Criminal Justice II). The revised CJBA 240 will focus on the basic terms and concepts of statistics highlighting the vital role that research and statistics play in the study of criminal justice-related topics. The new CJBA 241 will focus on the application of these key concepts to test research hypotheses of interest. In doing so, more practices and activities will be incorporated entailing an application of empirical data through discussion sessions and statistical software such as SPSS. Since these courses will be a sequence, it will not make sense for students to take Statistics 250, and we are asking that it be deleted as an option under Part Two.

2) Given that we will now have statistics as a year-long sequence, both CJBA 240 and 241 should be prerequisites for our research methods course, CJBA 340 and our research focus courses CJBA 363, 365, and 380.

3) As part of these initial assessments, we have also concluded that students need an even increased focus on crime-related research and should be required to take our criminal behavior course, CJBA 230, which has an emphasis on exposing students to original studies and research in the field of criminology and criminal justice. We are accordingly asking that the option of substituting SOC 203 be eliminated under Part One.
4) Finally, we are asking to delete CJBA 362 as an option under Part Three. This course has never been offered and the faculty member who proposed it has retired. As there is no one else interested in teaching the class, and the course has a modest connection to the goals of the major, we are asking that it be eliminated.

I am attaching a summary of the changes to the requirements. Chongmin Na and I are available to answer questions as they arise.

Yours sincerely,

Evan J. Mandery
BA in Criminal Justice (Crime Control and Prevention)

Bulletin Info with Changes Reflected

The **B.A. program in Criminal Justice** views crime as a social problem and seeks to develop in its students the capacity to critically assess the normative structure of the existing criminal justice system with an aim to improving its condition and function. The emphasis of the major is on developing analytical skills, ethical reasoning, and a capacity for solving problems. It aspires to cultivate creative and original thinking about one of the most challenging social problems of our time.

**Credits Required.** 42

**Coordinator.** Professor Evan Mandery, Department of Criminal Justice (212.237.8389, emandery@jjay.cuny.edu)

**CUNY Gateway Courses:** CJBA 110 Introduction to Major Problems in Criminal Justice I, SOC 203 Criminology, and CJBA 230 Understanding Criminal Behavior.

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

**Study abroad.** Students in the College's Study Abroad Program may use some of their study abroad credits to substitute for related courses in the major. With regard to particular courses, the student should consult with the coordinator for the major. For information about the College's Study Abroad Program, contact Ms. Maureen Brady Coyle (212.484.1339, mcoyle@jjay.cuny.edu).

**Additional Information.** Students who enrolled for the first time at the College or changed to this major in September 2014 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. An earlier version of the major can be found by checking the Undergraduate Bulletin that was in effect at the time of your arrival at the college or you selected this major.

**CREDITS**

<table>
<thead>
<tr>
<th>PART 1. CORE COURSES</th>
<th>Subtotal: 21 credits</th>
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**Required**
- CJBA 110 Introduction to Major Problems in Criminal Justice I
- CJBA 111 Introductions to Major Problems in Criminal Justice II
- CJBA 120 Dimensions of Justice
- CJBA 210 Criminal Responsibility
CJBA 220 Race, Gender, Ethnicity, Crime & Justice
CJBA 250 Crime Prevention & Control

Select One
CJBA 230 Understanding Criminal Behavior
SOC 203 Criminology

PART 2. RESEARCH METHODS

Select one Required
CJBA 240 Quantitative Inquiry of Problems in Criminal Justice I
CJBA 2XX (241) Quantitative Inquiry of Problems in Criminal Justice II
STA 250 Principles and Methods of Statistics

Required
CJBA 340 Research Methods for Criminal Justice

PART 3. RESEARCH FOCUS

Select TWO THREE of the following:
CJBA 361 Rights of the Accused
CJBA 362 Historical Perspectives on Violent Crime
CJBA 363 Space, Crime & Place
CJBA 364 Death Penalty: Law and Policy
CJBA 365 Change & Innovation
CJBA 380-381 Special Topics in Criminal Justice Research (required for students choosing
Track B as their capstone option in Part Four)

PART 4. CAPSTONE OPTIONS

TRACK A. INSTITUTIONAL ANALYSIS
CJBA 400 Criminal Justice Internship Experience I
CJBA 401 Criminal Justice Internship Experience II

OR

TRACK B. RESEARCH AND WRITING
CJBA 410 Supervised Research and Writing I
CJBA 411 Supervised Research and Writing II

Total: 42 credits
Proposal for separate standards for admission to the Forensic Science and Cell and Molecular Biology majors

1.0 Rationale

There has never been a separate admission standard for entry into the Forensic Science (FOS) major at John Jay. Entering students may simply declare the FOS major and begin taking courses in the major. The popularity of dozens of forensic science-related TV shows has contributed to the extensive growth of the major in the last decade. The FOS major, which requires more than 65 credits of math and science courses to adequately address the multidisciplinary (e.g., math through calculus, chemistry, biology, physics) complexities of forensic science, has been plagued with high attrition rates for many years. Despite increased student advisement and inclusion of slower-paced introductory biology and chemistry courses, rates of successful completion have been stubbornly low. For example, over seven years’ worth of data, only 4-16% of those who initially declare the major complete it successfully within six years. Although high rates of attrition from STEM (Science, Technology, Engineering, and Mathematics) majors is a broad national problem, John Jay suffers from one of the highest attrition rates of any major at CUNY when the slower paced introductory Bio 101-102 and Che 101-102 courses are included in the success rates.

For example, without any FOS admission standards, of the 324 first-time, full-time freshmen who began in fall of 2010 with FOS as their declared major, only 57 (18%) remained in the major by the summer of 2012. In comparison, all of the other large majors at John Jay had a two-year retention rate above 30% for the same year (Criminal Justice, 37%; Criminology, 32%; Forensic Psychology, 49.5%). National attrition rates for the same cohort of STEM majors hovers around 50%.

More problematically, of the FOS cohort beginning in fall of 2010, 131 (41%) students had dropped out of John Jay altogether. This is a higher attrition rate than the two-year rate of the rest of the entering freshman for the same year (37%). While this difference may not seem huge, the FOS cohort was substantially stronger academically than the entering class as a whole, measured by every single metric examined. For example, the FOS cohort had a higher high school average (82.3 vs. 81.4), and a higher mean SAT score (930 vs. 908). In fact, the FOS cohort of incoming students had the highest high school average of any major (except Judicial Studies, which had only three students in the cohort). That the major with the strongest students also has one of the highest attrition rates is a problem that calls for a solution.

Both nationally and at John Jay, lack of academic preparedness among incoming students contributes to poor performance in the first year of college-level STEM courses. This is often identified as the most attributive factor in the nation’s STEM baccalaureate attrition rate of around 52% (US Department of Education report, *STEM Attrition: College Students’ Paths Into and Out of STEM Fields*, 2014). Many STEM programs, including several at CUNY, have responded by enacting separate admissions standards for entry that reflect the intense demand
of these majors for specific skill sets not always present in high school graduates. These standards prevent unprepared students from attempting courses that they are not yet ready for and, in so doing, protect them from the devastating effect of failing grades in the first year.

Research has shown that admissions standards, if not implemented carefully, could disproportionately prevent underrepresented minorities from attempting STEM majors. We reject any proposal with that effect. Conscious of our role and our success in producing graduates among underrepresented minorities (Carpi and Lents, Chronicle of Higher Education, 2013), our proposal creates multiple paths of entry into the science majors such that any and every student who is accepted to John Jay can pursue the science majors if they choose to, provided that they meet clear, achievable benchmarks in their studies.

Crucially, the alternate routes of science major entry are not simply hurdles, hoops and barriers designed to discourage students. Rather, the alternate paths are designed to match deficits with skills development. Perhaps even more importantly, the alternate routes will give students time to adjust to the demands of higher education, establish social connections at John Jay, earn credits, and in general gain the study habits, math and writing skills, academic discipline, and maturity needed to succeed in college. This is in stark contrast to what often happens without any such admission standards: large numbers of students receive failing grades and simply drop out of college, possibly for good.

Allowing students to attempt science courses that they are not ready for negatively impacts their overall academic success. At the same time, it would be unjust to permanently restrict access to these majors based solely on a student’s high school profile. We believe that our proposal balances both concerns. Students with specific academic needs are provided with support, rather than simply a closed door.

2.0 Admissions Standards of Immediate Entry

The first component of this proposal establishes metrics to identify students who, historically, have proven ready for majors-level science study on day one. These metrics were identified from rigorous data analysis conducted by the Office of Institutional Research (OIR) regarding the performance of our own students in recent years. We briefly summarize the results of this extensive and iterative process below.

The most important factor in predicting success in first-year science courses is CAA, also called high school average or high school GPA. This may surprise some, given stark differences in the rigor of various high schools; however, the data bear this out, both nationally and among John Jay students. Students who perform well in high school have the best chance of performing well in science majors in college. This is not a perfect correlation; predicting success in college is a difficult task. Nevertheless, this metric scored better than SAT (verbal, quantitative, or combined), Regents Chemistry, Regents Math, or any other metric that was analyzed for predictive value. Once again, this is consistent with other published observations.
The second most powerful predictor of student success in first-year science courses is whether or not the student took the Regents Exam in chemistry. Interestingly, the score on the exam does not predict success very well, but the fact of having taken it does. This, too, matches national observations that students who take advanced placement (AP) courses have a better chance of success in STEM majors in college, regardless of how they do on the AP exams.

The third most important variable in predicting success is the number of math courses taken in high school. Specifically, students who take four or five units of math in high school fare markedly better than those who take two or three units of high school math. Once again, performance on any of the math Regents Exams failed to show a strong correlation with success.

Combining these variables, we propose the following standards for admission into science majors at John Jay College (FOS, CMB, and the future Toxicology (TOX) and Chemistry (CHE) majors):

**Box 1: Criteria for immediate entry into a science major.** To declare a major in FOS, CMB, TOX, or CHE, a student must have ≥ 81 CAA (high school average) AND one of the following must also be true: took Chemistry Regents Exam, OR took AP chemistry exam, OR ≥ 3.5 units of math, OR ≥ 50 on the CLEP Chemistry exam.

Students who meet the criteria above will be able to declare themselves a FOS or CMB major (or CHE or TOX, when they exist) and begin to progress in their major immediately. Using fall 2013 numbers as a reference, these metrics would identify ~53% of the incoming FOS freshman class as ready to declare and pursue a STEM major.

### 3.0 Alternative Paths to a STEM major

Although students who do not meet the criteria above will not be allowed to declare a STEM major immediately, they shall still be able to pursue a path to do so. In the letter they receive from admissions, they will be told to select another major (or “undeclared,” if this becomes a possibility) and provided with a clear path by which they can re-apply for admittance to a science major following completion of the benchmarks listed in Box 2. Importantly, this alternative path is designed to meet the needs of these students, first and foremost, by the use of a chemistry preparatory course, Che100, which precedes the first course in chemistry and biology.

3.1. Revision and reactivation of Che100 – Che100 is a course entitled, “preparation for general chemistry.” This course will focus on the skills needed to succeed in chemistry, including solving science word problems, algebraic equations and transformations, converting among scientific units, advanced arithmetic (exponents, radicals, bases) and so forth. This course will be a three-hour course, and run as pass/fail so it will not impact GPA. The course will be required for entry into Che101 for students who are not yet declared science majors.
3.2. Alternate Path 1a: For students who are committed to pursuing admittance to a science major as quickly as possible, Che100 will be offered over the summer term. Students who pass the course can take Che101 and Bio101 in their first fall semester and thus stay on track in the pursuit of their chosen science major. (We are currently attempting to offer Che100 under the “Early Start” model, whereby nearly all of the course takes place in August, before fall classes begin, but the course actually appears as part of the fall registration. Thus, the credit will go towards fall full-time status and be covered by financial aid.)

3.3. Alternate Path 1b: For students who do not take the summer Che100 course, Che100 will also be run on the normal 15-week fall schedule. In either case, Che100 must be passed before a student can take Che101. Che 100 is a pre-requisite or co-requisite for Bio 101 and a prerequisite for Bio 102.

Box 2: Criteria for admittance to a science major under alternate path 1. A student who successfully completes Che100, Che101, Che 102 and Bio 101, and has an average GPA ≥ 2.50 in Mat courses taken, and an average GPA ≥ 2.50 in Bio courses taken, and an average GPA ≥ 2.50 in Che 101-102, as well as a GPA ≥ 2.50 overall, may be admitted into the FOS, CMB, TOX, or CHE major.

3.4 Alternate Path 2: For students who decide to pursue a science major after they have already started in another major at the college, if they meet the entrance requirements defined above (section 2.0), they may declare the major at any time and begin taking courses. However, if they do not meet the criteria for immediate acceptance, but have already been at the college for two terms, it would needlessly delay their further progress to require them to take Che100. Further, much of Che100 is focused on developing general academic skills and is tailored for incoming students. Thus, entrance requirements for continuing (or transfer) students wishing to transfer into the major are based on typical first-year coursework:

Box 3: Criteria for admittance to a science major under alternate path 2. A Student who has ≥ 24 credits, AND has an overall GPA ≥ 2.50, AND has taken Mat105 or higher, AND has an average GPA ≥ 2.50 in math courses, AND has taken Sci110, 112 or 114 with a grade of B- or better may be admitted into the FOS, CMB, TOX, or CHE major.

Students already at the college who do not meet these criteria, but still wish to pursue a STEM major may do so following the path outlined in subsection 3.2 or 3.3 above; that is, they must take Che100, Che101, Che102 and Bio 101 before applying for admission to a science major.

There is already in place a requirement that transfer students who have taken science courses in a science-major must have a math-science GPA ≥ 2.50 in order to be admitted to the FOS major. Transfer students from non-science majors will need to meet the criteria as stated in
Box 3 above. These requirements will be extended to other science majors as they become active: CMB, TOX, and CHE. If transfer students do not meet the criteria in Box 3 with equivalent courses at their home institution, they may follow the same path as John Jay students in seeking admittance to a science major.

Importantly, the FOS major has a partnership program with five CUNY junior colleges within the Criminal Justice Academy (CJA). Students who do not meet entrance requirements at John Jay may nevertheless pursue the FOS major by completing an Associate of Science degree in “Science for Forensics.” Following this, CJA students then transfer seamlessly into the third year of the FOS major here at John Jay. For students who are admitted to John Jay, but not admitted to a science major (due to the implementation of this proposal), the CJA remains a viable option for them to pursue admittance to the forensic science major. This path will be described, along with the alternative paths outlined above, in the materials sent to non-admitted students that explain the possible paths to a science degree at John Jay. The summary of this is that we have delineated a variety of clear paths for students wishing to pursue a science major at John Jay, even if they are not initially admitted into that major.
Appendix I: Schema of entry paths to STEM majors

Student wanting to major in FOS, CMB, CHE, or TOX)

Immediate Acceptance?
(Criteria listed in box 1.)

YES

NO

(Alt. path 1a)

Che100 in Summer

Che101 / Bio101 in fall

Che102 / Bio102 in spring

Allowed to declare major and proceed, provided criteria in box 2 are met.

(Alt. path #2)

After ≥ 24 credits, students may declare major and proceed, provided criteria in box 3 are met.

(Alt. path 1b)

Che100 and Bio101 in fall

Che101 and Bio102 in spring

Che102 in summer

Allowed to declare science major and proceed to Che101/103 and Bio101/103
Appendix II: Time-to-Graduation of Different Paths

I. **Immediate Acceptance:**
   a. FOS major:
      i. Normal four-year progression unchanged by this proposal
      ii. If progress begins in 101 courses, a summer course will be required to stay on four-year plan, as is currently the case.
   b. CMB major:
      Four-year plan possible under any scenario of 103 versus 101 placement.

II. **Alternate Paths 1a and 1b:**
   a. FOS major:
      1. Degree completion possible in four years if Che100 completed in August (path 1a) and one summer course taken.
      2. Degree completion will require five years if Che100 taken in the first fall semester (path 1b). One summer course may be required.
   b. CMB major:
      1. Degree completion possible in four years if Che100 completed in August (path 1a); summer courses not strictly required.
      2. If Che100 completed in first fall semester (path 1b), at least one summer course will be required for degree completion in four years. 4.5 years is a more likely scenario.

III. **Alternate Path 2:**
   a. FOS major:
      Degree completion can be achieved within four years from the time Che101 is completed, with at least one summer course required to do so.
   b. CMB major:
      Degree completion can be achieved within three years of completing Che101 and Bio101
Proposal to Grant External Credit for International Baccalaureate Exams

Effective date: August 2015

Explanation:

The International Baccalaureate Diploma Programme (IBDP) is a two-year educational program primarily aimed at students aged 16–19. The program provides an internationally accepted qualification for entry into higher education, and is accepted by many universities worldwide. The program culminates in six rigorous subject exams. Normally three of the IB program areas are studied at the "higher level," which is considered equivalent to college work. Students typically must attain at least a score of 4 out of 7 points on an exam for a higher-level course to be eligible for college credit. Most colleges recognize the academic strength of the IB program, but each college has its own policies about granting credit for IB exams.

John Jay has not heretofore had an IB acceptance policy, but just recently students have come to the college asking that IB exams be considered for credit. The Academic Standards Subcommittee looked at the IB policies of CUNY colleges, New York State colleges, and colleges around the country and determined that while some colleges go as low as accepting scores of 4 on IB exams for credit, and a select few only accept 7, the majority accept a 5, most of our CUNY peers accept scores of 5, and that we are comfortable starting with a policy that accepts IB scores of 5 or higher as equivalency credit for tested subjects.

Proposal: to revise the language in the UG Bulletin on “Credit by Examination” to include IB scores of 5 and higher.

Proposed Language for 2015-16 Undergraduate Bulletin:

Credit by Examination

Credit by examination refers to examinations given by various external agencies, such as the Advanced Placement (AP) Program of the College Board, The College-Level Examination Program (CLEP) of the Educational Testing Service, the Excelsior College Exams (ECE or UExcel – formerly N.Y. State Proficiency Examination Program), the **International Baccalaureate (IB) Diploma Program exams**, or DSST Exams.

The ETS code for John Jay College is 002115. For Advanced Placement credit, students must receive a score of at least 4 or higher. **For International Baccalaureate Credit, students must receive a score of 5 or higher.** The minimum score needed to pass a DSST Exam varies by the particular exam. The minimum score needed to pass the CLEP examinations and be considered for credits is 50.

Approved by UCASC, Oct 17, prepared for College Council, Nov 25, 2014
CHANGE IN EXISTING GRADUATE COURSE

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. **For small course content changes please also submit a syllabus.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date Submitted to the Office of Graduate Studies: 10/2/14
Date of CGS Approval: 10/22/14

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avram Bornstein</td>
<td><a href="mailto:abornstein@jjay.cuny.edu">abornstein@jjay.cuny.edu</a></td>
<td>X8287</td>
</tr>
</tbody>
</table>

2. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.

<table>
<thead>
<tr>
<th>FROM (strike through the changes)</th>
<th>TO (underline changes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Program</td>
</tr>
<tr>
<td>CRJ MA &amp; Terrorism Stds Certificate</td>
<td>CRJ 772 Terrorism in Terrorism Studies</td>
</tr>
<tr>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td>CRJ 772.1 &amp; CRJ 772.2-Seminar in Terrorism Studies</td>
<td>CRJ 772 Terrorism in Terrorism Studies</td>
</tr>
<tr>
<td>Pre- and/or Corequisites</td>
<td>Pre- and/or Corequisites</td>
</tr>
<tr>
<td>(specify which are pre, co, or both)</td>
<td>(specify which are pre, co, or both)</td>
</tr>
<tr>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Hours</td>
<td>Hours</td>
</tr>
<tr>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Credits</td>
<td>Credits</td>
</tr>
<tr>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Description</td>
<td>Description</td>
</tr>
<tr>
<td>The seminar in terrorism studies is the core experience of all students pursuing their “Certificate in Terrorism Studies.” The seminar is open only to students seeking the certificate. It meets on 5 Fridays in each semester, or 10 Fridays over the course of the academic year. Students are expected to read in advance publications by the distinguished scholars who present their work at the seminar, participate in discussions, and write critiques of the presentations they have heard and publications they have read. Students will interact on BlackBoard with the</td>
<td>The seminar in terrorism studies is the core experience of all students pursuing their “Certificate in Terrorism Studies.” The seminar is open only to students seeking the certificate. It meets only 5 Fridays in each semester, but students must register for two semesters of this course to receive the required 3 credits. Students are expected to read in advance publications by the distinguished scholars who present their work at the seminar, participate in discussions, and write critiques of the presentations they have heard and publications they have read. Students will interact on</td>
</tr>
</tbody>
</table>
3. **Rationale for the proposed change(s):** CRJ 772 is a year-long course. Prior to fall 2014, students received INC after one semester and that INC was resolved when they completed the second semester. To fix that problem, in spring 2014 CRJ 772 was split into two parts (772-1 & 772-2) so students could receive a grade and 1.5 credits at the end of each semester. While this improved the situation, it created a new problem because it does not allow students to complete their 3-credits in two fall or two spring semesters, only in one fall and one spring. This change eliminates the two part designation for CRJ 772, maintains its 1.5 credits hours per semester, but adds the new provision that students can take this class twice to achieve 3-credit hours. This will allow students to choose any two semesters to complete their year-long CRJ 772 requirement.

4. **Enrollment in past semesters:**

5. **Does this change affect other programs?**

   X No  Yes

   If yes, what consultation has taken place?
**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
The City University of New York

## CHANGE IN EXISTING GRADUATE COURSE

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. **For small course content changes please also submit a syllabus.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

### Date Submitted to the Office of Graduate Studies: 10/15/2014  
**Date of CGS Approval:** 10/22/14

### 1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avram Bornstein</td>
<td><a href="mailto:abornstein@jjay.cuny.edu">abornstein@jjay.cuny.edu</a></td>
<td>212-237-8287</td>
</tr>
</tbody>
</table>

### 2. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.

<table>
<thead>
<tr>
<th>FROM (strike through the changes)</th>
<th>TO (underline changes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program</strong></td>
<td><strong>Program</strong></td>
</tr>
<tr>
<td>CRJ MA</td>
<td>CRJ MA</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>CRJ 776/PSY 776 Sociological</td>
<td>CRJ 776 Intensive Seminar in Terrorism</td>
</tr>
<tr>
<td>Perspectives on Alcoholism</td>
<td>Studies</td>
</tr>
<tr>
<td><strong>Pre- and/or Corequisites</strong></td>
<td><strong>Pre- and/or Corequisites</strong></td>
</tr>
<tr>
<td>(specify which are pre, co, or both)</td>
<td>(specify which are pre, co, or both)</td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Explores the major controversies</td>
<td>The intensive seminar in terrorism studies is the accelerated core experience of all students pursuing their “Certificate in Terrorism Studies.” Students are expected to read, in advance, publications by the distinguished scholars who present their work at the seminar, participate in discussions, and write critiques of the presentations and publications. The intensive seminar is open only to students seeking the certificate. Not open to students who have taken CRJ 772, revolving around the abuse of alcohol from a social, historical, and political point of view. Examines ethnic and lifestyle factors contributing to alcoholism, the evolution of the disease concept, the use of alcohol in medicine and religion, and contemporary social drinking patterns.</td>
</tr>
</tbody>
</table>

### Effective Term  
Spring 2015
3. **Rationale for the proposed change(s):**

The face-to-face course, CRJ 772, is only 1.5 credits and is designed to be taken twice for a total of 3 credits over the course of an academic year. Students completing the Advanced Certificate in Terrorism Studies online complete the entire seminar in a single term. A second seminar in terrorism studies course is therefore needed to accommodate online students. No 700-level numbers are available for this new course, and CRJ 776 is a course that has been offered only infrequently and overlaps significantly with CRJ 714 Social Aspects of Alcohol and Drug Use. Reassigning this number for this purpose will not affect active students.

4. **Enrollment in past semesters:** 20

5. **Does this change affect other programs?**

   _____ No  __X___ Yes

If yes, what consultation has taken place?

CRJ 776 was cross-listed with PSY 776. The PSY number was originally created to allow psychology MA students to receive credit for taking a course in alcohol studies taught by a sociologist or criminologist. Since the course pair has not been offered frequently or for some time, the directors of the Forensic Mental Health Council and Forensic Psychology programs have no objection to ending the cross-listing relationship.
CHANGE IN EXISTING GRADUATE COURSE

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. **For small course content changes please also submit a syllabus.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date Submitted to the Office of Graduate Studies: 10/2/2014
Date of CGS Approval: 10/22/14

1. Contact information of proposer(s): Avram Bornstein

<table>
<thead>
<tr>
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<td>x8287</td>
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<tbody>
<tr>
<td><strong>Program</strong></td>
<td></td>
</tr>
<tr>
<td>CRJ MA</td>
<td>CRJ MA</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td></td>
</tr>
<tr>
<td>CRJ 786 Problem-Oriented Policing</td>
<td>CRJ 786 Problem-Oriented Policing</td>
</tr>
<tr>
<td><strong>Pre- and/or Corequisites</strong></td>
<td></td>
</tr>
<tr>
<td>(specify which are pre, co, or both)</td>
<td>CRJ 715</td>
</tr>
<tr>
<td>CRJ 710 and CRJ 715</td>
<td></td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td></td>
</tr>
<tr>
<td>This course focuses on the theory and practice of problem oriented policing. Distinguishes problem-oriented policing from other forms of community policing and explains how problem solving fits in with other aspects of police work. Examines the underlying principles of problem-oriented policing and notes how police and the community work together, utilizing a consistent process of scanning, analyzing, responding and assessing in resolving local problems.</td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td></td>
<td>Effective Term</td>
</tr>
</tbody>
</table>
3. **Rationale for the proposed change(s):** The only change here is removing CRJ 710 from the pre-requisites for CRJ 786. CRJ 710 examines criminology and court processes which is not a foundational course for CRJ 786 Problem Oriented Policing. Faculty believe the pre-requisite was created by mistake. This erroneous pre-requisite will also be removed from the Advanced Certificate Program in Crime Prevention and Analysis.

4. **Enrollment in past semesters:** 20

5. **Does this change affect other programs?**

   ___ X ___ No   _____ Yes

   If yes, what consultation has taken place?
CHANGE IN EXISTING GRADUATE COURSE

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date Submitted to the Office of Graduate Studies: 10/8/2014
Date of CGS Approval: 10/22/2014

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ned Benton</td>
<td><a href="mailto:nbenton@jjay.cuny.edu">nbenton@jjay.cuny.edu</a></td>
<td>212-237-8089</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td><strong>Program</strong></td>
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</tr>
<tr>
<td>Public Administration Program</td>
<td></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>PAD 771</td>
<td></td>
</tr>
<tr>
<td><strong>Pre- and/or Corequisites</strong> (specify which are pre, co, or both)</td>
<td><strong>Pre- and/or Corequisites</strong> (specify which are pre, co, or both)</td>
</tr>
<tr>
<td>PAD 715 and PAD 739 or PAD 758</td>
<td></td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Grading Method</strong></td>
<td><strong>Grading Method</strong></td>
</tr>
<tr>
<td>A-F</td>
<td>P/F</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>The capstone seminar requires advanced students to apply the knowledge and skills they have gained their MPA graduated study to a semester-long project chosen by the student in consultation with the faculty member direction the seminar. Students may take this course after completing PAD 715 and all but two other required courses which must be taken concurrent with the Capstone Seminar. Any other exceptions must be made in consultation with the Program Director.</td>
<td></td>
</tr>
</tbody>
</table>
3. **Rationale for the proposed change(s):**

When PAD 771 was originally created, it was specified to be a pass/fail course. It has always been, for many years, a pass/fail course. The rationale at the time the course was created was that since the grading was by blind panels not the faculty members for each section, and since the grading instrument (at the time a variant on the comprehensive examination grading instrument) was a pass/fail instrument, that the grade should be based on the instrument. Since then, the instrument has been revised several times, adding more assessment metrics. The faculty intends that at some point the instrument will be used to produce a letter grade, but they have not yet approved that change because the instrument is still under ongoing improvement and development.

Apparently the documentation in the bulletin that was developed by the Graduate Studies at the time the course was approved did not document the pass/fail nature of the class in the manner that the Registrar’s office wants to see today. The Registrar’s Office remedy has been, starting last summer, to require letter grades for the course. Essentially under protest, when the faculty member involved was not provided P/F grading options last summer, she assigned all As for the students, and when the program Directors learned of this we instructed the faculty member to have the grades changed to P/F. We assumed that the problem was a CUNYfirst quirk. However, the Registrar’s Office informed the faculty member during October that they would not change the grades.

4. **Does this change affect other programs?**

   __X__ No _____ Yes

   If yes, what consultation has taken place?
The following is the revised curriculum for the Advanced Certificate in Terrorism Studies.

**Program Name and Degree Awarded:** Advanced Certificate in Terrorism Studies  
**HEGIS Code:** 2105  
**NY State Program Code:** 34851  
**Effective term:** Spring 2015

**Date of Program Curriculum Committee approval:** 10/16/2014  
**Date of CGS approval:** 10/22/2014

**Rationale for proposed changes:**

These changes to the Terrorism Studies Certificate adapt the program requirements to changes in course number made necessary by on-line adaptations. The On-Campus Certificate requires two semesters of CRJ 772, each worth 1.5 credit hours. The online version of this course is intensified into 8-weeks, will be renumbered as CRJ 776, which will be worth 3 credit hours. Students who take CRJ 776 online cannot take CRJ 772, and students who take CRJ 772 cannot get credit for CRJ 776.
### REQUIREMENTS FOR THE CERTIFICATE PROGRAM

Student must complete the four designated courses (the two core curriculum requirements and two program electives), earning a grade of B or higher.

**REQUIRED COURSES Subtotal: 6**

<table>
<thead>
<tr>
<th>Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 744 Terrorism and Politics</td>
</tr>
<tr>
<td>CRJ 772-1 Seminar in Terrorism Studies (1.5 Credits)*</td>
</tr>
<tr>
<td>CRJ 772-2 Seminar in Terrorism Studies (1.5 Credits)</td>
</tr>
</tbody>
</table>

*These seminars meet on alternate Fridays during the academic year and require two full semesters of seminar attendance to complete course hours and attendance requirement. The seminars are also open to the public and discussion is wide-ranging.

**Electives (Select two ) Subtotal: 6**

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 729 Psychology of Terrorism</td>
</tr>
<tr>
<td>CRJ 746 Terrorism and Apocalyptic Violence</td>
</tr>
<tr>
<td>CRJ 789 Violence Across the Globe</td>
</tr>
<tr>
<td>CRJ 797 Homeland Security and International Relations</td>
</tr>
<tr>
<td>CRJ 798 Homeland Security and Terrorism</td>
</tr>
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</table>

* Experimental and other elective terrorism courses are also offered under the Forensic Science, Forensic Psychology and Public Administration programs. With the approval of the Certificate Program Coordinator, students may use other unlisted courses to satisfy the elective requirements.

<table>
<thead>
<tr>
<th>Sub-total</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total credits required:</td>
<td>12</td>
</tr>
</tbody>
</table>

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

[X] No    [ ] Yes

If yes, what consultation has taken place?
PROGRAM IN CRIMINAL JUSTICE

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

PROPOSED CHANGES IN A CERTIFICATE PROGRAM

Program Name and Degree Awarded: Advanced Certificate in Crime Prevention and Analysis
HEGIS Code: 0799
NY State Program Code: 34457
Effective term: Spring 2015

Date of Program Approval: 10/2/14
Date of CGS approval: 10/22/14

Rationale for proposed changes:

When the Advanced Certificate in Crime Prevention and Analysis was created in 2011, one required course, CRJ 786, was inadvertently listed as having no prerequisites. This course in fact has CRJ 710 and CRJ 715 as prerequisites, which means the advanced certificate actually required 18 credits. Changes made in spring 2014 make explicit these additional requirements. However, the newly discovered CRJ 710 pre-requisite for CRJ 786 should have been removed instead of adding it to the Certificate Program. The pre-requisite change for CRJ 786 has been submitted and, following that, CRJ 710 should be removed from this Advanced Certificate Program, returning the program to its 15 credits of requirements.
### Requirements for the Degree Program:

**Strike through what is to be changed.

Requirements for the Degree Program:
- An undergraduate degree from an accredited institution
- Satisfactory GRE scores
- Satisfactory letters of reference

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 710 Issues in Criminal Justice I: Theory and Courts</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 715 Research and Design Methods</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 716 Using Computers in Social Research (Prerequisite(s): CRJ 715 or its equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 739 Crime Mapping</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 786 Problem-Oriented Policing (Prerequisites: CRJ 710 and 715)</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 787 Seminar in Crime Analysis and Crime Prevention (Prerequisites: CRJ 739 and 786)</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub-total: 15

Electives: 15

Total credits required: 30

### Requirements for the Certificate Program:

**Underline the changes.

Requirements for the Certificate Program:
- An undergraduate degree from an accredited institution
- Satisfactory GRE scores
- Satisfactory letters of reference

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 715 Research and Design Methods</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 716 Using Computers in Social Research (Prerequisite: CRJ 715 or its equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 739 Crime Mapping</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 786 Problem-Oriented Policing (Prerequisite: CRJ 715 or its equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 787 Seminar in Crime Analysis and Crime Prevention (Prerequisites: CRJ 739 and 786)</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub-total: 15

Electives: 15

Total credits required: 30

---

Does this change affect any other program?

[ X ] No  [ ] Yes

If yes, what consultation has taken place?
PROGRAM IN PROTECTION MANAGEMENT

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

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for Protection Management leading to the Master of Science Degree.

Program Name and Degree Awarded: MS in Protection Management
HEGIS Code: 2101
NY State Program Code: 84493
Effective term: Spring 2015

Date of Program Approval: 9/10/2014
Date of CGS approval: 10/22/2014

Rationale for proposed changes:

The Qualifying Exam (QE) was initially adopted to screen students with writing skill levels that are insufficient or lacking for successful graduate study. The Exam has not successfully screened out those ill-prepared or lacking in writing to achieve graduate level scholarship. Instead students may meet minimum requirements for passage of the Exam and yet still come up short on the sophistication needed for serious graduate study.

As a result, the department has chosen to eliminate this step in the admission process. In its place, the department has concluded that a concerted and universal effort to increase writing requirements in each and every class throughout the course of study, Hence, the department unanimously agreed to require a significant writing requirement in every course offered at the graduate level.
**Requirements for the Degree Program:**

DEGREE REQUIREMENTS

The program requires 39 credits of coursework. Students must choose one of the following specializations:

- Fire Protection Management  
- Security Management  
- Emergency Management

All students must take and pass the Protection Management Qualifying Examination (PMTQE) given in conjunction with PMT 701. In addition, all students must take a comprehensive examination, which is administered twice annually, or complete a thesis before graduation.

**Additional information:** Students who enrolled for the first time at the College in September 2002 or thereafter must complete the program in the form presented here. Students who enrolled in the Fire Protection Management Program prior to that date and have consistently maintained matriculation may choose the version of the Protection Management Program or the Fire Protection Management Program in place at their time of enrollment.

**REQUIRED COURSES** Subtotal: 15

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMT 701</td>
<td>Introduction to Protection Management Systems</td>
<td>15</td>
</tr>
<tr>
<td>PMT 711</td>
<td>Introduction to Emergency Management</td>
<td></td>
</tr>
<tr>
<td>PMT 712</td>
<td>Theory and Design of Fire Protection Systems</td>
<td></td>
</tr>
<tr>
<td>PMT 740</td>
<td>Safety and Security in the Built Environment</td>
<td></td>
</tr>
<tr>
<td>PMT 781</td>
<td>Risk Analysis and Loss Prevention</td>
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</tr>
</tbody>
</table>

**REQUIRED MANAGEMENT AND ANALYTIC COURSES** Subtotal : 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Crs.</th>
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<tbody>
<tr>
<td>PAD 702</td>
<td>Human Resources Management</td>
<td>12</td>
</tr>
<tr>
<td>PAD 705</td>
<td>Organization Theory and Management</td>
<td></td>
</tr>
<tr>
<td>PAD 715</td>
<td>Research Methods in PAD or PMT 715 Analytical Methods in Protection Management</td>
<td></td>
</tr>
</tbody>
</table>

All students must take a comprehensive examination, which is administered twice annually, or complete a thesis before graduation.

**Additional information:** Students who enrolled for the first time at the College in September 2002 or thereafter must complete the program in the form presented here. Students who enrolled in the Fire Protection Management Program prior to that date and have consistently maintained matriculation may choose the version of the Protection Management Program or the Fire Protection Management Program in place at their time of enrollment.

**REQUIRED COURSES** Subtotal: 15

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<tr>
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<td></td>
</tr>
<tr>
<td>PMT 740</td>
<td>Safety and Security in the Built Environment</td>
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<tr>
<td>PMT 781</td>
<td>Risk Analysis and Loss Prevention</td>
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**REQUIRED MANAGEMENT AND ANALYTIC COURSES** Subtotal : 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Crs.</th>
</tr>
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<tbody>
<tr>
<td>PAD 702</td>
<td>Human Resources Management</td>
<td>12</td>
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<tr>
<td>PAD 705</td>
<td>Organization Theory and Management</td>
<td></td>
</tr>
<tr>
<td>PAD 715</td>
<td>Research Methods in PAD or PMT 715 Analytical Methods in Protection Management</td>
<td></td>
</tr>
<tr>
<td>PAD 744</td>
<td>Capital and Operational Budgeting</td>
<td></td>
</tr>
</tbody>
</table>
PAD 744 Capital and Operational Budgeting

**SPECIALIZATIONS Subtotal : 9**

**Complete three courses from one of the following specializations.**

**Fire PMT Specialization**
- PMT 703 Analysis of Building and Fire Codes
- PMT 751 Contemporary Fire Protection Issues
- PMT 752 Advanced Fire Protection Systems

**Security Management Specialization**
- CRJ 750 /PAD 750 Security of Information and Technology
- CRJ 754 /PAD 754 Investigative Techniques
- PMT 753 Theory and Design of Security Systems
- PMT 754 Contemporary Issues in Security Management
- SEC 733 Legal, Regulatory and Administrative Issues in Private Sector Justice

**Emergency Management Specialization**

**Required Courses**
- PMT 760 Emergency Management: Mitigation and Recovery
- PMT 763 Emergency Management: Preparedness and Response

**Electives**
- PMT 761 Technology in Emergency Management
- PMT 762 Business Continuity Planning

**ELECTIVES Subtotal: 3**

**Select one course.**
- CRJ 746 Terrorism and Apocalyptic Violence
- CRJ 744 Terrorism and Politics
- PAD 726 The Politics and Process of Outsourcing
- PAD 748 Project Management
- Any other Protection Management course not otherwise required.
- Any other relevant graduate course by permission of the program director.

| Sub-total | 36 |
| Electives | 3  |
| Total credits required: | 39 |

**SPECIALIZATIONS Subtotal : 9**

**Fire PMT Specialization**
- PMT 703 Analysis of Building and Fire Codes
- PMT 751 Contemporary Fire Protection Issues
- PMT 752 Advanced Fire Protection Systems

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**ELECTIVES Subtotal: 3**

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- Any other Protection Management course not otherwise required.
- Any other relevant graduate course by permission of the program director.

| Sub-total | 36 |
| Electives | 3  |
| Total credits required: | 39 |
Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

Does this change affect any other program?

___ x ___ No  _____ Yes

If yes, what consultation has taken place?
Revised Proposal for a Revision to the WU policy for Graduate Students
Proposed by Ned Benton

WU Grade and the GPA

The description and related policy (page 14 of the 2013-2014 Bulletin) pertaining to the WU (Withdrawn Unofficially) grade is hereby amended as follows:

Grade of WU (Withdrawn Unofficially)

The grade of WU is assigned by the instructor when a student has ceased attending class and has not submitted an Application for Resignation. The grade is computed as a failure (0.0) in the grade point average, which may result in the adjustment of financial aid funds. Up to 9 credits of WU grades are not computed in the grade point average when a student repeats a WU course and receives a grade of B or better, provided that a student may retake a particular WU course no more than once. Original WU grades, however, remain on the student’s official transcript. Students who want to withdraw from a class are therefore advised to submit an official Application for Resignation online via Jay Stop (http://jstop.jjay.cuny.edu) prior to the end of the tenth week of classes.

Rationale:

The WU grade is a sanction applied for behavior that is not the result of the academic performance of the student in the course involved. The student has not failed the course, but rather has failed to comply with a registrar policy. A severe sanction – the equivalent of an F in the course – may be warranted, but the sanction should not be made irrevocably permanent.

This change, which is consistent with the policy for undergraduate studies at John Jay College, provides the student with a way to remove the grade, by paying tuition to retake the course, and then by earning a B or better grade.