Time

I. 1:45 Adoption of the Agenda,

II. 1:46 Minutes of the November 25, 2014 College Council (attachment A), Pg. 3

III. 1:47 Approval of the Members of the College Council Committees (attachment B), Pg. 6

   - Professor John Gutierrez was nominated to fill the vacant position on the Executive Committee of the College Council., Pg. 11

IV. 1:48 Proposal from the Provost’s Taskforce on the Student Evaluation of the Faculty (attachment C) – Professor Jay Hamilton

   C. Proposal to Evaluate All Courses Online for a Period of Two Years, Pg. 26

V. 2:08 Proposal from the Committee on Graduate Studies (attachments D1-D5) – Associate Provost and Dean Anne Lopes

   Course Revisions
   D1. Change in degree program: MPA-IO addition of specialization in Inspection and Oversight of Health Services, Pg. 42

   Academic Standards
   D2. Change in Graduate Dean’s List Policy, Pg. 88
   D3. Change in Graduate Grade Appeals Policy, Pg. 89
   D4. Introduction of Academic Renewal Policy, Pg. 92
   D5. Introduction of Policy on Extra Work in Graduate Courses, Pg. 93

VI. 2:28 Proposals from the Undergraduate Curriculum and Academic Standards Committee (attachments E1-E21) – Interim Dean Allison Pease

   Programs
   E1. Proposal for a New BA with a Major in Spanish, Pg. 94
   E2. Proposal to Add Online Format for BS in Security Management, Pg. 129
   E3. Proposal to Revise the Law Minor, Pg. 146
   E4. Proposal to Revise the Computer Science Minor, Pg. 149
Academic Standards
E5. Proposal to Revise the Policy on External Credit, Pg. 153

New Courses
E6. AFR 2XX (224) African American Journeys (LP), Pg. 155
E7. ART 3XX (318) Social Activism in the Visual Arts (JCII), Pg. 180
E8. CJBA 2XX (241) Quantitative Inquiry of Problems in Criminal Justice II, Pg. 201
E9. HIS 1XX (150) Doing History, Pg. 209
E10. HON 4XX (401) Capstone Seminar, Pg. 218
E11. SPA 2XX (255) Spanish for the Professional, Pg. 230

Course Revisions
E12. CJBA 240 Quantitative Inquiry of Problems in Criminal Justice, Pg. 242
E13. CJBA 340 Research Methods in Criminal Justice, Pg. 249
E14. CJBA 363 Space, Crime and Place: Methods, Applications and Theory, Pg. 251
E15. CJBA 365 Change and Innovation in Criminal Justice, Pg. 253
E16. CJBA 380-381 Special Topics in Criminal Justice Research, Pg. 255
E17. SPA 321 Introduction to Spanish Literature I, Pg. 257
E18. SPA 322 Introduction to Spanish Literature II, Pg. 259
E19. SPA 331 Introduction to Latin American Literature I, Pg. 261
E20. SPA 332 Introduction to Latin American Literature II, Pg. 263
E21. SPA 401 Contemporary Issues in Hispanic Literature, Pg. 265

VII. 2:48 New Business

VIII. Administrative Announcements – President Travis

IX. Announcements from the Faculty Senate – President Karen Kaplowitz

X. Announcements from the Student Council – President Shereef Hassan
The College Council held its third meeting of the 2014-2015 academic year on Tuesday, November 25, 2014. The meeting was called to order at 1:50 p.m. and the following members were present: Warren Benton, Adam Berlin, Jane P. Bowers, Anthony Carpi, James Cauthen, Katarzyna Celinska, Lynette Cook-Francis, Sandrine Dikambi, Artem Domashevskiy, Robert Furst, Katie Gentile, Lior Gideon, John Gutierrez, Maki Haberfeld, Norris James, Hunter Johnson, Faika Kabir, Karen Kaplowitz, Tiffani Kennedy, Maria Kiriakova, Louis Kontos, Tom Kucharski, Carmen Kynard, Nilsa Lam, Taisha Lazare, Anne Lopes, Vincent Maiorino, Tiffany Onorato, Jay Pastrana, Edward Paulino, Allison Pease, Frank Pezzella, Maria Plata, Dainius Remeza, Kyle Roberts, Raul Rubio, Michael Scaduto, Francis Sheehan, Charles Stone, Staci Strobl, Robert Till, Jeremy Travis, Robert Troy, Kristal Wilkins and Janet Winter.

Absent were: Grace Theresa Agalo-os, Scheveletta Alford, Andrea Balis, Claudia Calirman, Marsha Clowers, Angelique Corthals, Janice Dunham, Jennifer Dysart, Margaret Escher, Diana Falkenbach, Kuniz Fatima, Shereef Hassan, Alma Huskic, Kyoo Lee, Xerxes Malki, Giovanni Perna, Robert Pignatello, Nicole Ponzo, Muhammad Rehman, Raul Romero, Rosann Santos-Elliott, Ian Seda, Fritz Umbach, Arturo Urena and Daniel Yaverbaum.

I. Adoption of the Agenda
A motion was made to adopt the agenda as presented. The motion was seconded and approved unanimously.

II. Minutes of the October 23, 2014 College Council
A motion was made to adopt the minutes as presented. The motion was seconded and passed.

In Favor: 43   Oppose: 0   Abstentions: 1

III. Proposals from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B10)
A motion was made to adopt the new program marked “B1. POL 4XX Senior Seminar in American and Urban Politics and Policy”. The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked B2-B7 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked B2-B7:

B2.  LIT 260  Introduction to Literary Study
B3.  CSCI 260  Data Processing
B4.  MAT 241  Calculus I
B5. MAT 242 Calculus II
B6. MAT 243 Calculus III
B7. MAT 310 Linear Algebra

The motion was seconded and approved unanimously.

A motion was made to adopt the program marked “B8. Proposal to Revise the BA in Criminal Justice (Crime Control and Prevention)”. The motion was seconded and approved unanimously.

A motion was made to adopt the program marked “B9. Proposal to Establish Admissions Standards for the BS Degrees in Forensic Science and Biology”. UCASC will assess the implementation and accountability of this proposal and report back to the College Council. The motion was seconded and approved unanimously.

A motion was made to adopt the academic standards marked “B10. Proposal to Grant Credit for the International Baccalaureate (IB) Exams”. The motion was seconded and passed.

In Favor: 42     Oppose: 0     Abstentions: 2

IV. Proposals from the Committee on Graduate Studies (attachments C1-C8)

A motion was made to adopt the course revision marked “C1. CRJ 772 Terrorism in Terrorism Studies”. The motion was seconded and approved unanimously with the following amendment:

- The course title listed in the agenda and in the proposal “Terrorism in Terrorism Studies” is incorrect. The current title is “Seminar in Terrorism Studies” and it will not be changed.

A motion was made to adopt the course revision marked “C2. CRJ 776 Intensive Seminar in Terrorism Studies”. The motion was seconded and approved unanimously.

A motion was made to adopt the course revision marked “C3. CRJ 786 Problem-Oriented Policing”. The motion was seconded and approved unanimously.

A motion was made to adopt the course revision marked “C4. PAD 771 Capstone Seminar”. The motion was seconded and approved unanimously.

A motion was made to adopt the program marked “C5. Change in Degree program: Advanced Certificate in Terrorism Studies”. The motion was seconded and approved unanimously.

A motion was made to adopt the program marked “C6. Change in Degree program: Advanced Certificate in Crime Prevention and Analysis”. The motion was seconded and passed.

In Favor: 43     Oppose: 0     Abstentions: 1
A motion was made to adopt the program marked “C7. Change in Degree program: MS in Protection Management”. The motion was seconded and approved unanimously.

A motion was made to amend the academic standards marked “C8. WU policy for graduate students revised” as follows:

- Students who want to withdraw from a class are therefore advised to submit an official Application for Resignation online via CUNYfirst prior to the end of the tenth week of classes.
- The policy would be effective Fall 2015 and apply to currently enrolled students.

The meeting was adjourned at 2:48 p.m.
Table of Contents
College Council Membership........................................................................................................... 2
  Administration .......................................................................................................................... 2
  Faculty .................................................................................................................................. 2-3
  Students ............................................................................................................................ 3-4
College Council Interim Executive Committee ........................................................................... 5
College Council Executive Committee ....................................................................................... 6
Undergraduate Curriculum and Academic Standards Committee .............................. 7-8
Committee on Student Interest ................................................................................................. 8
Faculty-Student Disciplinary Committee .................................................................................. 9
Committee on Faculty Personnel .............................................................................................. 10-11
Budget and Planning Committee ............................................................................................... 12-14
  Financial Planning Subcommittee ....................................................................................... 13
  Strategic Planning Subcommittee ....................................................................................... 13-14
Committee on Graduate Studies .............................................................................................. 15
Committee on Student Evaluation of the Faculty 2014-2015 ............................................... 16
Provost Advisory Council ......................................................................................................... 17
Council of Undergraduate Program Coordinators ................................................................. 18
Committee on Honors, Prizes and Awards .............................................................................. 19
Faculty Elections Committee .................................................................................................... 19
College-Wide Grade Appeals Committee ................................................................................. 19
College-Wide Assessment Committee ...................................................................................... 20
**College Council Membership**

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

**Administration:**
1. President (chairperson) 
   **Jeremy Travis**
2. Provost and Senior Vice President for Academic Affairs 
   **Jane P. Bowers**
3. Senior Vice President for Finance and Administration 
   **Robert Pignatello**
4. Vice President for Student Affairs 
   **Lynette Cook-Francis**
5. Vice President for Enrollment Management 
   **Robert Troy**
6. Associate Provost for Strategic Initiatives and Dean of Graduate Studies 
   **Anne Lopes**
7. Interim Dean of Undergraduate Studies 
   **Allison Pease**
8. Associate Provost and Dean of Research 
   **Anthony Carpi**

**Faculty:**

\[ \text{a. Full-time faculty elected from each academic department:} \]

9. Africana Studies 
   **Xerxes Malki**
10. Anthropology 
    **Robert Furst**
11. Art and Music 
    **Claudia Calirman**
12. Communication and Theater Arts 
    **Marsha Clowers**
13. Counseling 
    **Katie Gentile**
14. Criminal Justice 
    **Frank Pezzella**
15. Economics 
    **Ian Seda**
16. English 
    **Carmen Kynard**
17. Health and Physical Education 
    **Vincent Maiorino**
18. History 
    **Edward Paulino**
19. Interdisciplinary Studies Program 
    **Andrea Balis**
20. Latin America and Latina/o Studies 
    **John Gutierrez**
21. Law, Police Science and Criminal Justice Administration 
    **Lior Gideon**
22. Library 
    **Maria Kiriakova**
23. Mathematics and Computer Science 
    **Hunter Johnson**
24. Modern Languages and Literatures 
    **Silvia Dapia**
25. Philosophy 
    **Kyoo Lee**
26. Political Science 
    **James Cauthen**
27. Psychology 
    **Tom Kucharski**
28. Public Management 
    **Warren Benton**
    **Robert Till**
30. Sciences 
    **Angelique Corthals**
31. SEEK 
    **Schevaletta Alford**
b. Faculty allotted according to any method duly adopted by the Faculty Senate:

33. Library Janice Dunham
34. English Karen Kaplowitz
35. Law, Police Science and Criminal Justice Administration Staci Strobl
36. History Fritz Umbach
37. Science Daniel Yaverbaum
38. Science Francis Sheehan
39. Science Artem Domashevskiy
40. Psychology Charles Stone
41. Law, Police Science and Criminal Justice Administration Maki Haberfeld
42. Psychology Jennifer Dysart
43. Psychology Diana Falkenbach
44. English Dainius Remeza
45. English Margaret Escher
46. Sociology Louis Kontos
47. Modern Languages and Literatures Raul Rubio
48. Law, Police Science and Criminal Justice Administration Katarzyna Celinska
49. English Adam Berlin
50. Modern Languages and Literatures Raul Romero

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

<table>
<thead>
<tr>
<th>Melinda Powers - English</th>
<th>Vacant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacant</td>
<td>Vacant</td>
</tr>
<tr>
<td>Vacant</td>
<td>Vacant</td>
</tr>
</tbody>
</table>

**Higher Education Officers elected by Higher Education Officers Council:**

51. Michael Scaduto
52. Rosann Santos-Elliott
53. Janet Winter
54. Nilsa Lam
55. Sandrine Dikambi

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

Tiffany Onorato
**Students:**

<table>
<thead>
<tr>
<th>Number</th>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.</td>
<td>President of the Student Council</td>
<td>Shereef Hassan</td>
</tr>
<tr>
<td>57.</td>
<td>Vice President of the Student Council</td>
<td>Faika Kabir</td>
</tr>
<tr>
<td>58.</td>
<td>Treasurer of the Student Council</td>
<td>Norris James</td>
</tr>
<tr>
<td>59.</td>
<td>Secretary of the Student Council</td>
<td>Grace Theresa Agalo-os</td>
</tr>
<tr>
<td>60.</td>
<td>Elected At-Large Representative</td>
<td>Kyle Roberts</td>
</tr>
<tr>
<td>61.</td>
<td>Elected graduate student representative</td>
<td>Kristal Wilkins</td>
</tr>
<tr>
<td>62.</td>
<td>Elected graduate student representative</td>
<td>Nicole Ponzo</td>
</tr>
<tr>
<td>63.</td>
<td>Elected senior class representative</td>
<td>Taisha Lazare</td>
</tr>
<tr>
<td>64.</td>
<td>Elected senior class representative</td>
<td>Tiffani Kennedy</td>
</tr>
<tr>
<td>65.</td>
<td>Elected junior class representative</td>
<td>Muhammad Rehman</td>
</tr>
<tr>
<td>66.</td>
<td>Elected junior class representative</td>
<td>Arturo Urena</td>
</tr>
<tr>
<td>67.</td>
<td>Elected sophomore class representative</td>
<td>Giovanni Perna</td>
</tr>
<tr>
<td>68.</td>
<td>Elected sophomore class representative</td>
<td>Alma Huskic</td>
</tr>
<tr>
<td>69.</td>
<td>Freshman representative designated according to a method duly adopted by the Student Council.</td>
<td>Kaniz Fatima</td>
</tr>
</tbody>
</table>

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

| 1. Barna Akkas | 2. Maria Plata |
The faculty, higher education officers and student representatives shall be elected by the College Council from among its members in September of each year. From June 1 until such time as the College Council holds this election, there shall be an Interim Executive Committee, which shall consist of the following members:

- President (chairperson)      Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- Senior Vice President for Finance and Administration Robert Pignatello
- Vice President for Student Affairs Lynette Cook-Francis
- President of the Faculty Senate Karen Kaplowitz
- Vice-President of the Faculty Senate Fritz Umbach
- Two (2) other members of the Faculty Senate
  1. Warren Benton
  2. Francis Sheehan
- President of the Higher Education Officers Council Sandrine Dikambi
- Vice-President of the Higher Education Officers Council Nikki Hancock-Nicholson
- President of the Student Council Shereef Hassan
- Vice-President of the Student Council Faika Kabir

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

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

The Executive Committee shall consist of the following members:

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

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Warren Benton
  2. Karen Kaplowitz
  3. Carmen Kynard
  4. John Gutierrez
  5. Raul Rubio
  6. Francis Sheehan
  7. Robert Till

- Two (2) higher education officers
  1. Sandrine Dikambi
  2. Nikki Hancock-Nicholson

- Three (3) students
  1. Shereef Hassan
  2. Faika Kabir
  3. Kyle Roberts
**Undergraduate Curriculum and Academic Standards Committee**

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

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

- Interim Dean of Undergraduate Studies (Chairperson) Allison Pease
- Registrar Adam Stone
- Executive Academic Director of Undergraduate Studies Kathy Killoran

- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.

1. Africana Studies C. Jama Adams
2. Anthropology Ed Snajdr (Fall) Ric Curtis (Spring)
3. Art and Music Ben Bierman
4. Communication and Theater Arts Bettina Murray
5. Counseling Ma’at Lewis Chongmin Na
6. Criminal Justice Mathieu Dufour
7. Economics Al Coppiola
8. English Susan Larkin
9. Health and Physical Education Anissa Helie
10. History Susannah Crowder
11. Interdisciplinary Studies Program Lisandro Perez
12. Latin American and Latina/o Studies Heath Grant
13. Law, Police Science and Criminal Justice Administration Marta Bladek
14. Library Michael Puls (Fall) John Bryk(Spring)
15. Mathematics and Computer Science
16. Modern Languages and Literatures Aida Martinez-Gomez
17. Philosophy Mary Ann McClure
18. Political Science Brian Arbour
19. Psychology Michael Leippe
20. Public Management Judy-Lynne Peters
21. Sciences Sandra Swenson
23. SEEK Monika Son
24. Sociology Crystal Jackson

Revised: November 20, 2014
There shall be a Committee on Student Interests which shall be concerned with matters of student life including but not limited to student organizations, student housing, extracurricular activities, and student concerns at the College. The Committee on Student Interests shall consist of the following members:

- Assistant Vice President and Dean of Students (chairperson)  
  Kenneth Holmes
- Director of Athletics  
  Carol Kashow
- Director of The Center for Student Involvement and Leadership  
  Danielle Officer
- Two (2) members of the faculty  
  1. Alexa Capeloto  
  2. Nicole Elias
- Six (6) students  
  1. Joanne Jeung  
  2. Kenny Gonzalez  
  3. Nancy Umana-Melendez  
  4. Daniel Melendez  
  5. Steve Beauduy  
  6. VACANT
Faculty-Student Disciplinary Committee

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

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
  1. Jeffrey Kroessler
  2. John Matteson
  3. Martin Wallenstein

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. C. Jama Adams
  2. Margaret Escher
  3. Sandy Lanzone
  4. Roger McDonald
  5. Liliana Soto-Fernandez
  6. Lorraine Moller

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Aiman Mahmoud
  2. Nathalie Velasco
  3. Chaoqi Chen
  4. Kenny Gonzalez
  5. Thamanna Hussain
  6. Taisha Guy

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

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

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

- President (Chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane Bowers
- Associate Provost for Strategic Initiatives and Dean of Graduate Studies Anne Lopes
- Interim Dean of Undergraduate Studies Allison Pease
- Associate Provost and Dean of Research Anthony Carpi
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Anthony Marcus
  3. Art and Music Roberto Visani
  4. Communication and Theater Arts Seth Baumrin
  5. Counseling Lynette Cook-Francis
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Valerie Allen
  9. Health and Physical Education Jane Katz
  10. History Allison Kavey
  11. Interdisciplinary Studies Program Richard Haw
  12. Latin American and Latino/a Studies Lisandro Perez
  13. Law, Police Science and Criminal Justice Administration Maki Haberfeld
  14. Library Larry Sullivan
  15. Mathematics and Computer Science Douglas Salane
  16. Modern Languages and Literatures Silvia Dapia
  17. Philosophy Jonathan Jacobs
18. Political Science                     James Cauthen
19. Psychology                          Angela Crossman
20. Public Management                   Warren Benton
21. Sciences                            Larry Kobilinsky
23. SEEK                                 Nancy Velazquez-Torres
24. Sociology                           Ric Curtis

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
  1. Amy Adamczyk
  2. David Munns
  3. Rosemary Barbaret

- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
  1. Adam McKible
  2. Michael Pfeifer
  3. Peter Shenkin

- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
  1. Gina Moreno
  2. VACANT
**Budget and Planning Committee**

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or his designee, shall make quarterly financial reports to the Budget and Planning Committee. The Budget and Planning Committee shall consist of the following members:

- President (chairperson)                      Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane Bowers
- Senior Vice President for Finance and Administration Robert Pignatello
- Vice President for Student Affairs Lynette Cook-Francis
- Vice President for Enrollment Management Robert Troy
- Associate Provost for Institutional Effectiveness James Llana
- Executive Director for Human Resources Kevin Hauss
- Associate Provost for Strategic Initiatives and Dean of Graduate Studies Anne Lopes
- Interim Dean of Undergraduate Studies Allison Lopes
- Associate Provost and Dean of Research Anthony Carpi
- Assistant Vice President for Financial and Business Services Patricia Ketterer
- President of the Faculty Senate Karen Kaplowitz
- Vice President of the Faculty Senate Fritz Umbach
- Chair of the Faculty Senate Fiscal Affairs Committee Thomas Kucharski
- Vice Chair of the Faculty Senate Fiscal Affairs Committee Fritz Umbach
- Chairperson of each academic department
  1. Africana Studies                           C. Jama Adams
  2. Anthropology                              Anthony Marcus
  3. Art and Music                              Roberto Visani
  4. Communication and Theater Arts            Seth Baumrin
  5. Counseling                                Lynette Cook-Francis
  6. Criminal Justice                          Evan Mandery
  7. Economics                                 Jay Hamilton
  8. English                                   Valerie Allen
  9. Health and Physical Education              Jane Katz
 10. History                                   Allison Kavey
 11. Interdisciplinary Studies Program         Richard Haw
 12. Latin American and Latina/o Studies       Lisandro Perez
 13. Law, Police Science and Criminal Justice Administration Maki Haberfeld
 14. Library                                   Larry Sullivan
 15. Mathematics and Computer Science          Douglas Salane
 16. Modern Languages and Literatures          Silvia Dapia
 17. Philosophy                               Jonathan Jacobs
 18. Political Science                         James Cauthen
 19. Psychology                               Angela Crossman
20. Public Management                      Warren Benton
21. Sciences                                Larry Kobilinsky
23. SEEK                                   Nancy Velasquez-Torres
24. Sociology                              Ric Curtis

- Chairperson of the Higher Education Officers Council, or designee Sandrine Dikambi
- Two (2) higher education officer representative
  1. Michael Scaduto
  2. Nikki Hancock-Nicholson
- President of the Student Council or designee Shereef Hassan
- Treasurer of the Student Council or designee Norris James
- One (1) additional student representative Daniel Melendez
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  1. VACANT
  2. VACANT

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

- Senior Vice President of Finance and Administration (chairperson) Robert Pignatello
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- President of the Faculty Senate Karen Kaplowitz
- Chair of the Faculty Senate Fiscal Affairs Committee Thomas Kucharski
- Vice Chair of the Faculty Senate Fiscal Affairs Committee Fritz Umbach
- Chair of the Council of Chairs Jonathan Jacobs
- Vice Chair of the Council of Chairs Warren Benton
- One (1) representative chosen by the Council of Chairs Anthony Marcus
- Chair of the Higher Education Officers Council Sandrine Dikambi

The Assistant Vice President for Financial and Business Services, Patricia Ketterer and the Provost’s Senior Director for Academic Operations, Kinya Chandler shall staff the subcommittee.

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

- Associate Provost for Institutional Effectiveness (chairperson) James Llana
- Senior Vice President of Finance and Administration Robert Pignatello
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- President of the Faculty Senate Karen Kaplowitz
- Two (2) representatives chosen by the Faculty Senate

2014-2015
Revised: November 20, 2014
1. Chair of the Faculty Senate Fiscal Affairs Committee
   Thomas Kucharski
2. Vice Chair of the Faculty Senate Fiscal Affairs Committee
   Fritz Umbach
• Chair of the Council of Chairs
  Jonathan Jacobs
• Two (2) representatives chosen by the Council of Chairs
  1. Warren Benton
  2. Anthony Marcus
• Chair of the Higher Education Officers Council
  Sandrine Dikambi
• One (1) student representative
  1. Raquel Maragh

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

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

- Associate Provost for Strategic Initiatives and Dean of Graduate Studies (chairperson)    Anne Lopes
- Assistant Vice President and Dean of Students    Kenneth Holmes
- Vice President for Enrollment Management    Robert Troy
- Chief Librarian    Larry Sullivan
- Graduate Program Directors
  1. Criminal Justice    Avram Bornstein
  2. Digital Forensics and Cybersecurity    Richard Lovely
  3. Forensic Mental Health Counseling MA/JD    James Wulach
  4. Forensic Mental Health Counseling    Kevin Nadal
  5. Forensic Psychology    Diana Falkenbach
  6. Forensic Science    Mechthild Prinz
  7. International Crime and Justice    Rosemary Barberet
  8. Protection Management    Charles Nemeth
  9. MPA: Public Policy and Administration    Marilyn Rubin
  10. MPA: Inspection and Oversight    Warren Benton
- BA/MA Director    Chitra Raghavan
- Two (2) graduate students
  1. J. Ceema Samimi-Luu
  2. VACANT
Committee on Student Evaluation of the Faculty

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

- Four (4) full-time members of the faculty
  1. Joshua Clegg
  2. Keith Marcus
  3. Elizabeth Nisbet
  4. Daniel Martens Yaverbaum
- Two (2) students
  1. Raquel Mann
  2. VACANT

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

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

- Provost and Senior Vice President for Academic Affairs (chairperson) Jane P. Bowers
- Senior Director of Academic Operations, Office of the Provost Kinya Chandler
- President of the Faculty Senate Karen Kaplowitz
- Vice President of the Faculty Senate Fritz Umbach
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Anthony Marcus
  3. Art and Music Roberto Visani
  4. Communication and Theater Arts Seth Baumrin
  5. Counseling Lynette Cook-Francis
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Valerie Allen
  9. Health and Physical Education Jane Katz
  10. History Allison Kavey
  11. Interdisciplinary Studies Program Richard Haw
  12. Latin American and Latino/a Studies Lisandro Perez
  13. Law, Police Science and Criminal Justice Administration Maki Haberfeld
  14. Library Larry Sullivan
  15. Mathematics and Computer Science Douglas Salane
  16. Modern Languages and Literatures Silvia Dapia
  17. Philosophy Jonathan Jacobs
  18. Political Science James Cauthe
  19. Psychology Angela Crossman
  20. Public Management Warren Benton
  21. Sciences Larry Kobilinsky
  23. SEEK Nancy Velazquez-Torres
  24. Sociology Ric Curtis
Council of Undergraduate Program Coordinators

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

- Interim Dean of Undergraduate Studies (chairperson) Allison Pease
- Coordinators of Undergraduate Majors
  1. Anthropology Johanna Lessinger
  2. Computer Science and Information Security Spiros Bakirias
  3. Computer Information Systems in CJ and PA Spiros Bakirias
  4. Criminal Justice (B.A.) Evan Mandery
  5. Criminal Justice (B.S.) Eric Piza
  6. Criminal Justice Management Salomon Guajardo
  7. Criminology Louis Kontos
  8. Culture and Deviance Studies Ed Snadjir
  9. Dispute Resolution Maria Volpe
  10. Economics Catherine Mulder
  11. English John Staines
  12. Fire and Emergency Services Donnell Harvin
  13. Fire Science Donnell Harvin
  14. Forensic Psychology Daryl Wout
  15. Forensic Science Larry Kobilinsky
  16. Fraud Examination and Financial Forensics Randall LaSalle
  17. Gender Studies Katie Gentile
  18. Global History Matthew Perry
  19. Humanities and Justice David Munns
  20. International Criminal Justice Klaus Von Lampe
  21. Latin American and Latina/o Studies Jose Luis Morin
  22. Law and Society Maxwell Mak
  23. Legal Studies Monica Varsanyi (co-chair)
     Harold Sullivan
     Karen Okamoto
  24. Library Mary Ann McClure
  25. Philosophy John Decarlo
  26. Police Studies Andrew Sidman
  27. Political Science Samantha Majic (co-chair)
  28. Psychology Deryn Strange
  29. Public Administration Peter Mameli
  30. Security Management Marie Maras
  31. Sociology Robert Garot

2014-2015
Revised: November 20, 2014
Committee on Honors, Prizes and Awards

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

- Vice President for Student Affairs (chairperson) Lynette Cook-Francis
- Assistant Vice President and Dean of Students Kenneth Holmes
- Director of The Center for Student Involvement and Leadership Danielle Officer
- Three (3) full-time members of the faculty
  1. Sanjair Nair
  2. Violet Yu
  3. Preeti Chauhan
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Thamanna Hussain
  2. Nathalie Velasco
  3. Sanjida Meem

Special Committee of the College Council

Committee on Faculty Elections

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

1. Schevaletta Alford
2. Katarzyna Celinska
3. Ekaterina Korobkova
4. Samantha Majic
5. Hyunhee Park

College-Wide Grade Appeals Committee

The college-wide grade appeals committee shall comprise five (5) tenured members of the faculty, who shall be nominated by the Faculty Senate and elected by the College Council. No more than one faculty member from any department may concurrently serve on the committee. The committee shall elect a chair from its own membership.

1. Leona Lee
2. Staci Strobl
3. Toy-Fung Tung
4. VACANT
5. VACANT

**College-Wide Assessment Committee**

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

- **VACANT**  
  (Chair)
- Director of Assessment  
  (ex officio)
- Associate Provost for Institutional Effectiveness  
  (ex officio)
- Seven (7) Full-time Faculty Members
  1. James De Lorenzi
  2. Elizabeth Jeglic
  3. Marie-Helen Mares
  4. Bonnie Nelson
  5. Denise Thompson
  6. **VACANT**
  7. **VACANT**

- Three (3) Higher Education Officers
  1. Maureen Brady-Coyle
  2. Kelly Greene
  3. Rosann Santos-Elliott
Proposal to Evaluate All Courses Online for a Period of Two Years

Effective: Spring 2015

Be it resolved to conduct the student evaluation of faculty exclusively online for a period of two years using the current questionnaire and the current online vendor, IOTA, beginning in spring 2015 and continuing through spring 2017.

Be it further resolved that the College Council will consider and vote at its October 2017 meeting whether to continue to conduct the student evaluation of faculty exclusively online or whether to revert to an all paper administration, except for online and hybrid courses where online administration is necessary.

Be it further resolved that the proposal will be implemented as follows:

Courses:

- Courses offered in non-traditional time frames (e.g. 8 weeks, 4 weeks) and courses offered in the summer and winter sessions will be evaluated online, but the results of these evaluations will not be included in the personnel process. Faculty will, however, receive reports from such courses, but these reports will not be accessible to members of the personnel review committees.

- The results of the online evaluation of all courses (online, hybrid, and face-to-face) offered in the traditional 15-week academic sessions will be included in the personnel process.

- For team taught courses, based on information provided by the registrar, we will create a separate evaluation for each professor identified by the department in the course schedule as teaching the course.

- For courses with multiple components (such as science courses), we will create a separate evaluation for each component (e.g. Science of the 21st Century Lab, Science of the 21st Century Lecture, and Science of the 21st Century Recitation), based on information provided by the Registrar.

Process of Evaluation:

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1 Current members of the Provost’s Task Force, inclusive of members of the Faculty Senate Task Force*: Katarzyna Celinska* (Faculty, Law & Police Science), Shuki Cohen (Faculty, Psychology), Jay Hamilton (Chair, Economics), Allison Kavey (Chair, History), Anthony Marcus (Chair, Anthropology), Aida Martinez-Gomez (Faculty, Modern Languages), David Munns* (Faculty, History), Adam Stone (Registrar), Gregory Umbach* (Faculty, History), Roberto Visani (Chair, Art & Music), Ying Wang (Staff, Enrollment Management), and Faika Kabir (Student Council).

Leaders of various governance groups also provided information that shaped the proposal: Sandrine Dikambi (HEO Council), Jonathan Jacobs (Council of Chairs), Karen Kaplowitz (Faculty Senate), Jane Katz (Council of Chairs) and Francis Sheehan (Faculty Senate).
We will continue to administer the student evaluation of faculty during a two week period. However, faculty will be able to choose the week in which they wish to administer the evaluations by selecting an on/off feature (spigot). Once a selection is made and the data provided to the vendor, no more changes can be permitted.

- Faculty will be required to provide time in class for students to complete and submit the online evaluation.
- During the administration period chosen by the faculty member, students will continue to have access to evaluating courses outside of class through the J-Stop, My Class Evaluation, email links, and Blackboard.
- We will continue to provide faculty with a Quick Guide for the online administration of the evaluations, and expect that they will read the Quick Guide instructions to students on the day of the administration.
- Students who officially withdraw from a course will not be given the opportunity to evaluate that course.
- IT will ensure that students have access to Wi-Fi, 3G and 4G in class as needed during the evaluation period.
- Blackboard administrators will ensure seamless functionality for faculty who choose to integrate the evaluation tool into their course shells.

**Receipt of Results:**

- Faculty will have the option to acknowledge receipt of their evaluation data. When faculty sign into “My Class Evaluation” (IOTA) they will see a button on their member results reporting page that will ask them to acknowledge receipt of results. Acknowledgement in no way implies agreement with the results.
- As with prior paper administration, faculty will have the option to respond to the data and/or student comments. This feature will also be displayed on the member results reporting page, with the label “Add Comments.” These comments will only be visible to the faculty member him/herself and any administrator, dean, chair or others allowed in the security matrix to see that individual’s results. No student will ever see any of the faculty rebuttals/responses.

**Interpretation and Presentation of Results:**

- The college will continue to adopt a new mean score each semester for each academic department as we have always done with paper evaluations, and a new mean score for the college (overall) based on the data generated by the online administration. The overall college and department mean scores are used as a context for understanding individual scores. Computing this anew each semester protects the faculty and takes account of the ups and downs in overall scores and trends during a particular semester.
- Evaluation data reports will be represented graphically and textually to allow for more meaningful interpretation. We will provide the numerical data in the form of bar graphs, with the mean score marked on the graphs. We will run reports using scatterplots to track comments and highlight outliers. This augmented representation of data will be instructive for both faculty and the personnel review committees by offering a more comprehensible and transparent narrative of teaching over time.
- The data for each course evaluated online, including any rebuttal by the faculty member, will be contained in a single image-based file. The image-based files for individual faculty members may be stored in the personnel file and/or the Faculty Internet Document Organizer (FIDO), a password protected system.
Faculty will access their image-based files by logging into the IOTA system. Chairs will also access the files for their faculty by logging into the IOTA system.

- IOTA will store and maintain the raw data while in its possession as a file permanently anonymized by random codes, and transmit such file for statistical research purposes to John Jay along with the image-based file for each evaluation, accessible only to Office of the Provost staff and authorized research personnel in password protected form. In our workshops with faculty up for personnel actions, we will include a segment on accessing, interpreting, and presenting the data so as to communicate the quality and effectiveness of their teaching.

**Encouraging Participation:**

Looking at the experience of Brooklyn College, our own experience with the pilot programs, the literature on the implementation of online systems in other institutions, we believe that in the two years of full implementation, we will achieve response rates that satisfy our faculty. Our current response rate, when compared to other institutions, suggests that we are moving in that direction:

<table>
<thead>
<tr>
<th>Institution</th>
<th>All Paper Administration</th>
<th>All Online Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oregon</td>
<td>Did not collect response rates of paper, but “volume of evaluations collected has skyrocketed since going online” from 32,00 Scantron forms in Winter 2007 to 84,728 evaluations completed on line in Winter 2013</td>
<td>Average online response rate 78-79%</td>
</tr>
<tr>
<td>Brooklyn College</td>
<td>67.63% in fall 2004</td>
<td>77.2% in fall 2011</td>
</tr>
<tr>
<td>College of Staten Island²</td>
<td>Average of 60%</td>
<td>43% in spring 2014 (second semester of all online administration)</td>
</tr>
<tr>
<td>John Jay College</td>
<td>67.2% in spring 2012</td>
<td>50% in spring 2014</td>
</tr>
</tbody>
</table>

- We will incentivize student participation by the following:
  - Requiring faculty to conduct the evaluation in class with guided instructions for raising response rates.
  - Reserving a row in various computer labs for submission of student evaluations during the evaluation period.
  - Sending frequent reminders to students via social media and John Jay resources that they use widely (Twitter, Facebook, email, and prime real estate on the John Jay website).
  - Organizing an iPad raffle, along with periodic raffles for bookstore vouchers and John Jay merchandise.
  - Rebranding the tool with the help of the Student Council to invite enthusiastic participation by connecting the process to iconic, spirited symbols such as “Li’l Jay” and the Bloodhound.

- We will support the faculty by the following:
  - Providing clear and concise instructions for online administration with guidance for raising rates of student participation.

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² The College of Staten Island (CSI) transitioned from paper to online in fall 2013, with no pilot period. While participation rates were lower than on paper, CSI saw a 6% increase in the student rate of participation in its second semester of online evaluation implementation.
Providing access to evaluation data and comments within one month of the release of all student grades for the semester.

By fall 2015, allowing faculty to send out a midterm evaluation/assessment so that they receive feedback on their teaching during the course of a semester. The resultant data will be available only to the faculty member and will not be accessed or used by the personnel committee or department chairs.

Midterm assessments accustom students to offering faculty feedback; this translates to higher rates of student participation during the end of term administration of student evaluations. Continuing to name a tree in honor of the department with the highest rates of student participation.

After year one of this implementation plan, it will be revised in consultation with the Provost’s Taskforce on the SEOF Online, based on our experience with the process and information derived from our assessment activities.

Be it further resolved that the implementation of the proposal will be assessed as follows:

In consultation with the Provost’s Taskforce on the SEOF Online each fall of the all-online pilot, the Office of the Provost will present an assessment report to College Council. This report will be given at a fall 2015 and a fall 2016 meeting of the College Council and shared with other governance bodies at their request (Faculty Senate, Council of Chairs, HEO Council, & Student Council). A final report will be issued after the spring 2017 administration as a basis for the College Council consideration at its October 2017 meeting of whether to convert to an entirely online evaluation or revert to all paper (except for online and hybrid courses).

Response Rate/Rate of Participation

A response rate of 50% or greater is considered optimal for minimizing nonresponse bias and the pull of outliers (see Draugalis & Plaza, 2009). In spring 2014, we achieved a 50% response rate in classes evaluated online. We will work to achieve and surpass this response rate throughout the two-year pilot.

- We will track response rates by instructor and course, and we will provide the overall response rate each semester of the pilot.
- Generalizable surveys will be administered to faculty with high rates of participation (75% and above) to learn about their promising and best practices. We will work with the Provost’s Taskforce on the SEOF Online to develop these surveys. Generalizable surveys will be administered to faculty with low rates of participation (25% and below) to learn about the obstacles to obtaining high rates of participation. We will work with the Provost’s Taskforce on the SEOF Online to develop these surveys.
- For a limited number of courses suggested by the Provost’s Taskforce, we will test whether our experience accords with the research findings that quality of written comments stays the same or increases online. We will designate test sections of the same course taught by the same professor during one or more semesters of the online pilot. One section will use paper; one will use online evaluation. We will then compare word count and sentence length. (Research design suggested by Keith Markus, Chair of the College Council Student Evaluation of the Faculty Committee)
- After year one of the pilot, the Provost’s Taskforce on the SEOF Online will meet to examine and determine if setting a reliable/valid response rate is necessary, and if so, to set that rate.

Responder Outlier Potential
To determine whether online produces more outlier responses than paper, we will compare online to paper in a limited number of courses in which we will match sections of the same course taught by the same professor. One section will use paper; one will use online. We will compare the percent of “1” responses and the percent of “5” responses out of all the responses. We will compare the percent of students responding all “1” or all “5” across questions. We will compare 1 and 5 response distributions across paper and online. (Research design suggested by Keith Markus, Chair of the College Council Student Evaluation of Faculty Committee)

**Technology**

- Academic Affairs and IT will keep track of access issues. Academic Affairs and IOTA will provide data on the nature of all technical difficulties, so that they can be addressed in the subsequent administration.
- The Provost’s Taskforce on the SEOF Online will assess two technologically based implementation goals:
  - the functionality and security of the single, image-based file
  - the functionality of the on/off spigot that allows faculty to select the period (date range) during which they offer and administer online student evaluations.

**After year one of this assessment plan, the plan will be reviewed and revised in consultation with the Provost’s Taskforce on the SEOF Online, based on our experience during the year and the usefulness of the data collected. Additional assessment measures will be developed, as needed, for year two of the program.**

**Rationale:**

The college has evaluated the pros and cons of using paper and online questionnaires to review courses during a four-year pilot of online evaluations. We have identified the following advantages of using an online tool:

**For Students:**
1. Ability to complete their questionnaires in a secure online environment that authenticates respondent identities, prevents duplicate submissions, and generally guards against misuse.
2. Convenience of completing their questionnaires through the J-Stop with direct access to the evaluation questionnaire through single sign-on, or directly from links within emails sent by IOTA.
3. Much like paper, the ability to submit their questionnaires during class time, using their own mobile devices, a provision that raises response rates.

**For Faculty and Chairs:**
1. More timely feedback; on average one year for paper versus one month for online evaluation feedback.
2. Presentation of the responses and comments in ways that are useful to faculty and allow for more meaningful interpretation of data through various graphic aids. This will be instructive for personnel process reviews, offering a more comprehensible and transparent narrative for standard deviations and outliers.
3. Ability to keep track of teaching effectiveness over time, allowing faculty to have a long view of how their student evaluations intersect with their self-assessments of progress in improving teaching and learning.
4. The ability to review statistical data and commentary remotely, providing e-signature and submission to the personnel file without onsite appointments with the Office of the Provost.

For the College:
1. Cost effective. We will be able to reduce the number of vendors required to support the process from three to one. We will contract with the current online vendor, IOTA, and continue to use its product, My Class Evaluation, since it is reasonably priced and has proven very effective, and has accommodated all of our faculty and committee design requests in an effort to support our personnel process and faculty teaching improvement. The college will save approximately $16,000 a year in direct costs by going online.
2. Reduction of the burden on staff. Presently there are 7 offices required to manage the paper process: Testing, Registrar, Provost’s Office, Facilities, Information Technology, Security, and Student Affairs, with some staff spending hundreds of hours on their part of the process. Online administration and data collection will require little to no involvement of most of the aforementioned offices.
3. Support of our school-wide efforts to go-green.
<table>
<thead>
<tr>
<th>Concern or Question</th>
<th>What we know from the literature¹, the experience of others, or our own experience</th>
<th>What we will do to address the concern</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Will there be fewer or shorter written comments in the online environment?</strong></td>
<td>Studies analyzing word count find that qualitative feedback from online evaluations exceeds that of paper evaluations, often by a wide margin (Burton et al. 2012; Health et al. 2007; Kasiar et al. 2002; Hardy 2003; Hmieleski and Champagne 2000). Several studies have examined the quality of the comments submitted through both formats and found that online comments had more words per comment, more descriptive text, and more detailed feedback (Ballantyne 2003; Burton et al. 2012; Collings and Ballantyne 2004; Donovan et al. 2006; Johnson 2002).</td>
<td>To test whether our experience accords with these research findings, we will designate test sections of the same course taught by the same professor during one or more semesters of the online pilot. One section will use paper; one will use online evaluation. We will compare word count and sentence length. We will hope to do this in a few courses each semester. (Research design suggested by Keith Markus, Chair of the College Council Student Evaluation of the Faculty Committee.)</td>
</tr>
</tbody>
</table>

| **2. Will response rates be lower online than on paper?** | The main points: mixed mode (some paper, some online) depresses rates of participation; online response rates increase when incentives are offered, when faculty and the college issue regular reminders, and when class time is given for completing the online evaluation. Brooklyn College regularly achieves 75% or higher in online evaluation participation rates. John Jay College achieved 50% response rate in online during the last semester of its mix-mode pilot. Twenty-seven of the faculty participating in online pilot in spring 2014 achieved 75% or higher rate of participation. | To achieve maximum rates of participation we plan to:  
1. Require faculty to conduct the online evaluation in class  
2. Raffle prizes for students participating in evaluation: I-Pad; bookstore vouchers; JJ merchandise  
3. Rebrand the tool with the help of the Student Council, connecting the process to iconic spirit symbols such as 'lil Jay and the JJ Bloodhound  
4. Name a tree on the Jay Walk in honor of the department with the highest rates of participation |

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¹ List of sources is attached. We are indebted to the FAQ on the website of the Registrar at the University of Oregon for portions of this summary of the research into online evaluation of faculty.
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<tbody>
<tr>
<td>3. <strong>Will the overall college mean score be lower in the online environment?</strong> Will individual faculty scores be compared to the old higher mean score for paper? Why do we compute/report an overall college mean score at all?</td>
<td>During paper administration, each term we calculated a new college mean score and a new departmental mean score, shared with the individual faculty, chairs, and the personnel review committees as paper results became available. The overall college and department mean scores are used as a context for understanding individual scores. Computing this anew each semester protects the faculty and takes account of the ups and downs in our overall scores and trends during a particular semester. Our experience in spring 2014 was that the overall college mean score from paper evaluations was 4.505 compared to 4.315 for online evaluations. Thus, the overall mean score was slightly lower for online.</td>
<td>During the all online pilot, we will follow the same procedure as we have for years with paper—that is, we will compute a college and department mean score each semester of online evaluations and use that as a context for understanding individual scores in the online environment.</td>
</tr>
<tr>
<td>4. <strong>Can online evaluations be accessed more easily than paper evaluations in response to a FOIL request?</strong></td>
<td>The duty to respond to a FOIL request is the same whether the evaluations have been done on paper or online. Therefore, we would be required to respond to a request for evaluation data, quantitative and qualitative, no matter how the evaluations had been administered.</td>
<td>The College will maintain an image-based file of all the SEOF data to be used in the personnel review process, whether those data have been gathered through a paper process or an online process. An individual making a FOIL request requiring disclosure would have access to those files regardless of the means used to administer the evaluations.</td>
</tr>
</tbody>
</table>
5. **How will we ensure security of evaluative information about the faculty?**

IOTA, the company that provides the online system we use, has developed security policies and practices to ensure the integrity and safety of their clients’ data. Highlights: Level 1 data facility certification; server behind locked doors; fingerprint readers; key code access; 24-7 year-round video surveillance; 24-7 year-round intrusion monitoring systems; firewall; network-based anti-virus protection. The College had IOTA’s security matrix reviewed by CUNY legal counsel and reviewed by our own IT and it was accepted as secure.

The data will not be universally available online and are not designed for public consumption. The quantitative data will be presented in the form of bar graphs, with the mean score marked on the graph. Once the data have been transmitted from IOTA to John Jay, they will be stored on the John Jay network on our server, accessible only to the staff in the Office of the Provost and password protected. Faculty will access their own results by logging into the IOTA system. Chairs will also access the results for their faculty by logging into the IOTA system. Reports for individual faculty members will be printed and stored in the personnel file. Eventually, these data can be uploaded through FIDO into the electronic personnel file and thus become part of a password protected system.

6. **How will we ensure the anonymity of the online student evaluator?**

There are authentication measures in place to protect the anonymity of the student. Only Kevin Nesbitt will have access to the raw data and student information.

7. **Can students who have officially dropped my course still fill out an evaluation?**

No. The add/drop date precedes the date when we send class rosters to IOTA. No student who has officially dropped the course is currently allowed to complete an evaluation. This has been the case for the last two years.

8. **Will students who have not been attending my course be able to fill out an evaluation?**

Yes. While it is technologically possible to exclude students who have not been attending if the professor supplies a list of these students, we have been advised that
it is possibly illegal and certainly unfair to disenfranchise them. It is inappropriate for faculty to decide who will evaluate them and who will not. Students who have been disengaged from the class will not likely become engaged in order to evaluate the course. According to the research on students who fill out online evaluations and those who do not (see #9 below), students who perform poorly are less likely to complete evaluations.

<table>
<thead>
<tr>
<th>9. <strong>Will the ability of absentee students to evaluate me lower my evaluation scores?</strong> Same question about those I have brought up on Academic Integrity violations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research does not support the idea that teacher ratings are related to student attendance (Perrett 2013). Interestingly, students with a higher GPA complete online evaluations at over twice the rate as students with a poor GPA (Thorpe 2002). Students expecting higher grades also evaluate at a higher rate (Adams and Umbach 2012). Students expecting poor grades in a class are not more likely to score an instructor below the class mean than students expecting good grades (Avery et al. 2006; and Thorpe 2002).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. <strong>Can students who are in the middle of an academic integrity or disciplinary investigation fill out an evaluation?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. <strong>Will the online environment produce an outlier phenomenon?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To date, we have not found any research on this question. Our own experience is not instructive because the paper</td>
</tr>
</tbody>
</table>

Evaluation data reports will be presented graphically as well as textually to allow for a view of teaching over time, which will
evaluations provide no basis for comparison. make standard deviations apparent and allow for easy identification of outliers.

We will make this a research question of the online pilot. We will match sections of the same course taught by the same professor for a limited number of classes, selected by the College Council Student Evaluation of Faculty Committee. One section will use paper; one will use online. We will compare the percent of “1” responses and the percent of “5” responses out of all the responses. We will compare the percent of students responding all “1” or all “5” across questions. We will compare 1 and 5 response distributions across paper and online. (Research design suggested by Keith Markus, Chair of the College Council Student Evaluation of Faculty Committee.)

<table>
<thead>
<tr>
<th>12. How will the reports from online evaluation be included and used in the reappointment, promotion, and tenure process?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teaching evaluation scores and comments will continue to be consulted by the faculty personnel committees as one of several pieces of evidence of effective teaching, the others being peer observations, chair’s annual evaluation, and the candidates own self-presentation in the Form C. Several important advantages accrue from online administration as compared to paper.</td>
</tr>
<tr>
<td>1. <strong>Ability to see the improvement of teaching over time.</strong> Data gathered through paper administration do not allow for a comparative, historical overview.</td>
</tr>
<tr>
<td>2. <strong>Presentation of qualitative</strong></td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>
and quantitative data for a course together: In the paper system, printouts of scores are kept in binders by year and department; paper forms with comments written on the back are filed in the candidate’s personnel file, except for those received in the fall during the personnel process, which are kept in boxes in the file review room. Thus the reviewer of a file might have to look in three different physical places to evaluate the teaching of the candidate, and will not be able to have the scores and the comments for the same semester/course in hand at the same time.

3. Timely availability: the faculty member will have her most recent reports in hand when preparing her personnel file; departmental and review committees and the FPC will likewise have the most recent reports in hand when making personnel decisions.

4. Ease of access and readability: Because the written comments from multiple years of evaluations are clipped together in a binder within the personnel file and because they are handwritten, they are difficult to read. This often results in reviewers paying much more attention to numerical scores than to written comments in the personnel process.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. How will team taught courses be handled so that each faculty member is evaluated?</td>
<td>We will add all faculty names to the course and each faculty member can be evaluated separately. Students will see a menu for all instructors and courses for which they are enrolled.</td>
</tr>
<tr>
<td>14. How will science lab classes be evaluated so that those who teach them are evaluated separately from the instructor who delivers the lecture?</td>
<td>We will differentiate course type and assign the appropriate instructor to each type of class. Students will see a menu for all instructors and courses for which they are enrolled.</td>
</tr>
<tr>
<td>15. Will I be able to control the period during which my students have access to the evaluations?</td>
<td>Yes. There will be an on/off “spigot” so that the faculty member can choose which week during the evaluation period her students will be able to do their evaluations.</td>
</tr>
<tr>
<td>16. Can we exclude from the personnel process any class in which my response rates are lower than 66% of enrolled students?</td>
<td>With paper administration, we find many individual courses with response rates lower than 66%. We have never excluded or discounted paper evaluations with low response rates. It is not necessary to achieve 66% response rates for results to be statistically valid. See #17 below.</td>
</tr>
<tr>
<td>17. If I do get low rates of participation in any of my classes, will the results have statistical validity?</td>
<td>There is considerable variation in what is considered valid and reliable response rates/rates of participation. Many colleges consider all response rates valid (and allow use of such data in their personnel process). Some institutions accept as low as 7% response rate while others discard evaluations with rates of participation below 50%. One study suggests that a response rate of 50% or greater is considered optimal for minimizing nonresponse bias and the pull of outliers (Draugalis &amp; Plaza, 2009). Regarding online administration, if faculty and/or chairs collectively report adverse effects from low response rates, the Provost’s Taskforce on SEOF Online will explore if a response rate policy should be put in place, and, if so, what that policy should be.</td>
</tr>
</tbody>
</table>
18. What happens if a student makes an error and enters all “1” scores when he/she meant to enter all “5” scores.

We will handle this situation in online as we do in paper. We do not change the data. We ask the student to give us a letter of explanation, and it goes in the personnel file of the faculty member in question.

19. Sometimes students write statements that are factually untrue. Will faculty be able to rebut misrepresentations in the written record if we go online, as they do now with paper?

We have already created a rebuttal feature with the vendor, and we reported on this to the Senate Task Force in August and again in September. This feature will allow faculty to post a rebuttal to any student comment that they deem incorrect. This feature will be active in the all online pilot starting in spring 2015.

20. Won’t we need new guidelines for the online administration that we require faculty to read on the day of the evaluation, as we do with paper?

We already have guidelines (called Quick Guide) for online administration developed three years ago and distributed every semester since then to faculty using online evaluation. We will work with the Provost’s Task Force on the SEOF Online to update the Quick Guide to reflect new protocols/policies, and we will ask faculty to read instructions to students before classroom administration of online evaluation.

21. Will student comments be censored or redacted for any reason?

No. We do not do this for paper, and we will not do it for online. We do not intend to make this data public, so there is no need to redact. And if faculty object to any of the negative comments, there is a rebuttal feature built into the program.

This revised FAQ is the work of the Provost’s Taskforce on the SEOF Online with invited leaders from the Faculty Senate, Student Council, Council of Chairs, and the HEO Council.
During fall 2014, the Provost’s Taskforce membership included:

- Jane Bowers
- Kevin Nesbitt
- Katarzyna Celinska
- Shuki Cohen
- Jay Hamilton
- Faika Kabir
- Allison Kavey
- Anthony Marcus
- Aida Martinez-Gomez
- David Munns
- Adam Stone
- Gregory Umbach
- Roberto Visani
- Ying Wang

During fall 2014, invited participants included:

- Sandrine Dikambi (HEO Council)
- Jonathan Jacobs (Council of Chairs)
- Karen Kaplowitz (Faculty Senate)
- Jane Katz (Council of Chairs)
- Francis Sheehan (Faculty Senate)

Works consulted and referenced are listed below.


Request to Change or Adapt a Registered Program

<table>
<thead>
<tr>
<th>Item</th>
<th>Response (type in the requested information)</th>
</tr>
</thead>
</table>
| Institution name and address | John Jay College of Criminal Justice  
524 West 59th Street  
New York, NY 10019  
Additional information: Specify campus where program is offered, if other than the main campus: |
| Identify the program you wish to change | Program title: Master of Public Administration – Inspection and Oversight  
Award (e.g., B.A., M.S.): MPA  
Credits: 42  
HEGIS code: 2010  
Program code: 34475 – MPA, 34476 – BS/MPA, 34477 – BS/MPA  
Note: This revision does not affect the baccalaureate parts of the BS/MPA programs. |
| Contact person for this proposal | Name and title: Jane Bowers, Ph.D. Provost  
Telephone: 212 237-8801  
Fax: E-mail: jbowers@jjay.cuny.edu |
| CEO (or designee) approval | Name and title: Jeremy Travis, President  
Signature and date:  
If the program will be registered jointly\(^1\) with another institution, provide the following information:  
Partner institution’s name:  
Name and title of partner institution’s CEO:  
Signature of partner institution’s CEO: |

- For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.
- To change a registered professional licensure program or add a license qualification to an existing program, contact the [Office of the Professions](http://www.highered.nysed.gov/ocue/) for guidance.

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\(^1\) If the partner institution is non-degree-granting, see CEO Memo 94-04 at [www.highered.nysed.gov/ocue/ceo94-04.htm](http://www.highered.nysed.gov/ocue/ceo94-04.htm).
To change a registered teacher certification or educational leadership certification program or add a certificate qualification to an existing program, use the education program change form.

- If the change involves establishing an existing registered program at a new location, complete a new registration application for the proposed program.

Check all changes that apply and provide the requested information.

**Changes in Program Content** *(Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.)*

- Cumulative change from the Department’s last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree Program)
- Changes in a program’s focus or design
- Adding or eliminating an option or concentration
- Eliminating a requirement for program completion
- Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

**Other Changes** *(describe and explain all proposed changes) – NOT APPLICABLE*

- Program title
- Program award
- Mode of Delivery *(Note: if the change involves adding a distance education format to a registered program, please complete the distance education application.)*
- Discontinuing a program: indicate the date by which the program will be discontinued.²
- Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

Indicate proposed format:

Describe availability of courses and any change in faculty, resources, or support services:

Use the Sample Program Schedule to show the sequencing and scheduling of courses in the program.

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² If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.
Establishing New Programs Based on Existing Registered Programs – NOT APPLICABLE

[ ] Creating a dual-degree program from existing registered programs

Complete the following table to identify the existing programs:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Degree Award</th>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Proposed dual-degree program (title and award):  
Courses that will be counted toward both awards:  
Length of time for candidates to complete the proposed program:  
Use the Sample Program Schedule to show the sequencing and scheduling of courses in the dual-degree program.

[ ] Creating a new program from a concentration/track in an existing program.
If the new program is based entirely on existing courses in a registered program, provide the current program name, program code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required and there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)
Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:
Expected impact on existing program:
Adjustments the institution will make to its current resource allocations to support the program:
Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program:

Note: if the change involves establishing an existing registered program at a new location, complete a new registration application for the proposed program.

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3 Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.
Section A: Summary – MPA in Inspection and Oversight

This revision includes the addition of a new specialization in health care delivery oversight.

John Jay College of Criminal Justice offers the Master of Public Administration degree in the specialized field of Inspection and Oversight. The MPA-IO program prepares students for careers in government agencies and non-profit organizations that assess, monitor, regulate and investigate public and publicly-regulated agencies and organizations. One of the primary purposes of these activities is to reduce fraud and waste.

Health Care Fraud: According to the Centers for Medicare and Medicaid Services National Health Expenditure Projections for 2012-2022, U.S. health care costs exceeded $2.9 trillion in 2013 and are projected to be 19.9 percent of GDP by 2022. From 2011 to 2013, $14.9 billion was recovered in fraudulent claims. However, recent estimates indicate that the full cost of health care fraud may be as high as $272 billion annually.

Medicaid provider fraud illustrates the important role of fraud investigations. In FY 2013, Medicaid expenditures totaled $453 billion; $230 million was spent on Federal grants to state Medicaid Fraud Control Units yielding $2.5 billion in recovered revenues. Although less than half of one percent of Medicaid funding was recovered as a result of fraudulent claims, every $1 spent on fraud investigation and control yielded more than $10 in recovered revenues.

Health Care Inspection and Oversight: The MPA faculty is proposing a new specialization within the MPA-IO in health care inspection and oversight that will prepare students for careers in the assessment, monitoring, regulation, auditing and investigation of health care organizations and service providers. The specialization will be offered in both classroom-based and online formats. Advanced certificates would also be offered.

Inspection and Oversight Faculty: The MPA-IO program already serves students in the health care delivery field and the program’s full-time faculty includes several people who could teach in the new specialization:

- Robin Kempf, J.D., Ph.D., the former Inspector General for the Kansas Health Policy Authority;
- David Shapiro, J.D., C.P.A., a forensic accountant, former FBI Special Agent and Prosecutor; and
- Philip Zisman, J.D., Executive Director of the Association of Inspectors General.

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The new specialization will expand the mission of the IO Program to serve Federal, state and local agencies that audit, investigate and evaluate health care delivery. Examples of agencies include:

- Office of Inspector General, Federal Department of Health and Human Services, 1,500 employees;\(^7\)
- The 49 Medicaid Fraud Control Units\(^8\) which employed 1,911 persons in 2013;\(^9\)
- The New York State Medicaid Inspector General, which employs 300 persons;

In addition to public agencies, there are organizations that serve professionals who are employed by health care organizations for compliance assessment and auditing:

- Association of Inspectors General – [http://inspectorsgeneral.org](http://inspectorsgeneral.org)
- Health Care Compliance Association - [https://www.hcca-info.org/](https://www.hcca-info.org/)
- Association of Health Care Internal Auditors - [http://www.ahia.org/](http://www.ahia.org/) ($75 individual membership)
- National Association of Medicaid Fraud Units - [http://www.namfcu.net/](http://www.namfcu.net/)

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\(^7\) See [http://oig.hhs.gov/](http://oig.hhs.gov/)

\(^8\) See [https://oig.hhs.gov/fraud/medicaid-fraud-control-units-mfcu/](https://oig.hhs.gov/fraud/medicaid-fraud-control-units-mfcu/)

Section B: Current Curriculum: MPA in Inspection and Oversight

MASTER OF PUBLIC ADMINISTRATION:
Inspection and Oversight
Director: Professor Warren Benton

The mission of the Master of Public Administration Program in Inspection and Oversight at John Jay College of Criminal Justice is to prepare students for public service careers in inspection and oversight organizations and to advance the study of Public Administration through scholarly and applied research and community service. The program seeks to inspire students to the highest ideals of citizenship and public service, reinforced by commitment to accountability, transparency and equity. The program offers students opportunities to acquire professional and political knowledge and skills based on academic studies, public service experience and partnerships with faculty in scholarly endeavors.

Specializations are offered in the following fields:

- Forensic Accounting
- Organizational Assessment and Monitoring
- International Inspection and Oversight
- Investigation and Operational Inspection
- Law and Inspection and Oversight
- Justice Policy and Oversight (Honors Specialization)
- Independent and Contractual Inspection and Oversight

Degree Requirements

Students enrolled in the Public Administration-Inspector General Track are required to complete 42 course credits. Students are also required to pass the qualifying examination, which is administered as a part of PAD 700. Complete information about the MPAQE is found at the MPA section of the John Jay College website. Students are advised to complete PAD 700 and the two other core foundation courses PAD 723 and PAD 706 within the first 15 credits of matriculation.

Failure to complete any of the requirements described in the paragraph above will result in a student not being permitted to register for future classes without the explicit permission of the program director.

Additional information. Students who enrolled for the first time at the College in September 2011 or thereafter must complete the program in the form presented in this bulletin. Students who enrolled prior to that date and have consistently maintained matriculation, may choose the form shown here or the version of the program in place at their time of enrollment.

Required Courses

Public Administration 700 Public Administration
Public Administration 723 Assessments, Audits and Investigations in Human Resources
Public Administration 706 Bureaupathology
Public Administration 740 Public Sector Inspection and Oversight
Public Administration 742 Public Sector Accounting and Auditing (Prerequisite: PAD 740)
Public Administration 758 Ethics, Integrity and Accountability

Credits
Subtotal: 21
Public Administration 771 MPA Capstone Seminar

No course can be used to satisfy a foundation requirement and a specialization requirement. With permission of the Program Director, students may substitute PAD 723 Inspections Audits and Investigations for PAD 702 and PAD 706 Bureaupathology for PAD 705.

**Research Methods and Quantitative Skills**

Students must complete a course from each of the following categories:

- **Research Methods**
  - Public Administration 715 Research Methods in Public Administration
  - or
  - Accounting 715: Analytical Methods in Inspection and Oversight

- **Quantitative Methods and Information Management**
  - Public Administration 713 Management of Information and Technology *
  - Public Administration 745 Program Development and Evaluation
  - Public Administration 747/Criminal Justice 747 Computer Applications in Public Policy and Management *
  - Public Administration 770 Cases and Techniques in Quantitative Policy Analysis *
  - Accounting 701 Analytical Methods in Inspection and Oversight

* There is no course prerequisite for PAD 747 or PAD 713. However, computer skills and experience are assumed for PAD 713. Students who need additional computer skills will be directed by the program director to other places in the College where they may be obtained. PAD 715 is a prerequisite for PAD 745 and PAD 770.

**Specialization and Elective Courses Subtotal: 15**

A three-course specialization is required, along with two elective courses. Students should declare a specialization upon the completion of 12 credits. Except where otherwise noted, students must complete a specialization by completing three courses designated for the specialization including each course designated as required PAD 780 (Internship), PAD 755 (Writing for Management), and a PAD 800-level course can also be used to complete any specialization, but may not substitute for a course required for the specialization.

Dual specializations are permissible if the student has fulfilled the requirements of both specializations.

**Select one specialization:**

- **Forensic Accounting**
  - This specialization prepares students for careers in forensic accounting or financial investigation. It is intended for students who seek to complete the Advanced Certificate in Forensic Accounting.

  Accounting 715 Analytical Methods in Inspection and Oversight must be completed as the second Research Methods and Quantitative Methods course. Accounting 710 Advanced Financial Reporting must be substituted for PAD 742

**Required Courses: Select three**

- Accounting 702 Strategic Cost Management
- Accounting 703 Advanced Taxation
- Accounting 705 Forensic Accounting and Auditing
- Accounting 720 Advanced Auditing with Analytical Applications

**Completing the Advanced Certificate**
Each student who is admitted to the Advanced Certificate Program will be provided an Official Program of Study, signed by the MPA in Inspection and Oversight Program Director, the Advanced Certificate in Forensic Accounting Director, and the Director of Graduate Admissions, specifying the student’s program requirements, and specifying how the student’s course of study satisfies the CPA 150 requirements.

• **Organizational Assessment and Monitoring**
  This specialization prepares students to assess, evaluate and monitor the performance of public and not-for-profit agencies. The specialization is particularly appropriate for students interested in professional careers in performance auditing and regulation. This specialization has two required courses.

  **Required Courses**
  - Public Administration 714 Organizational Performance Assessment
  - Public Administration 745 Program Development and Evaluation

  **Electives**
  - Public Administration 701 Fraud, Abuse, Waste and Corruption
  - Public Administration 726 The Politics and Process of Outsourcing
  - Public Administration 731 Oversight by Independent, Regulatory and Political Authorities
  - Public Administration 741 Administrative Law and Regulation
  - Public Administration 748 Project Management
  - Public Administration 749 Public Sector Accounting and Auditing II (Prerequisite: PAD 742)
  - Public Administration 770 Cases and Techniques in Quantitative Policy Analysis *

• **International Inspection and Oversight**
  This specialization examines how inspection and oversight are conducted in international and multi-national contexts. This specialization has two required courses.

  **Required Courses**
  - Public Administration 718 International Public Policy and Administration
  - Public Administration 772 International Inspection and Oversight

  **Electives**
  - Criminal Justice 744 Terrorism and Politics
  - Criminal Justice 759 Comparative Police Administration
  - Criminal Justice 774 Immigration and Crime
  - Criminal Justice 779 The Female Offender in Western Society
  - Public Administration 746 Comparative Public Administration

• **Investigation and Operational Inspection**
  This specialization prepares students for responsibilities involving the investigation and inspection of individual and organizational conduct and performance in public agencies, with an emphasis on fraud, waste and abuse. The specialization has two required courses.

  **Required Courses**
  - Criminal Justice 754/Public Administration 754 Investigative Techniques
  - Public Administration 701 Fraud, Abuse, Waste and Corruption

  **Electives**
  - Criminal Justice 739 Crime Mapping
  - Criminal Justice 751 Crime Scene Investigation
  - Public Administration 706 Bureaupathology
  - Public Administration 710 The Ethical and Legal Environment of Public Employment
  - Public Administration 726 The Politics and Process of Outsourcing
  - Public Administration 745 Program Development and Evaluation
  - Public Administration 749 Public Sector Accounting and Auditing II (Prerequisite: PAD 742)
**Law and Inspection and Oversight**
This specialization prepares students to apply management and policy concepts and skills in a legal environment.

**Required Courses**
Public Administration 741 Administrative Law

**Electives**
At least 6 credits of law courses completed at the CUNY Law School or other law schools.

Law Courses during MPA Studies: Students enrolled in the MPA Program in Public Policy and Administration may complete the Law and Public Management specialization by completing nine credits of courses approved by the MPA Program Director. The course will concern legal research, criminal and civil procedure, and/or public institutions and the law.

The CUNY Law School will permit John Jay MPA students - who meet academic qualifications noted below - to register for CUNY Law courses, from among those specified in a “advising list” available from the Specialization Advisor, Professor Dan Feldman. ( dfeldman@jjay.cuny.edu )

To be permitted to take classes at CUNY Law School, an MPA student must have maintained a GPA of at least 3.5 and have completed PAD 741, Administrative Law, with a grade of A or A-.

Law Courses from Law School: Students may also complete this specialization while attending law school after partially completing the MPA at John Jay. Students must apply to, and be accepted at, law school while enrolled in the MPA Program in Public Policy and Administration, and complete their specialization while attending law school. Subject to the approval of the program director, 9 12 credits of law courses concerning legal research, civil and criminal procedure, and public institutions and the law, may be transferred for credit. Students must also pass the MPA Qualifying Examination and the Capstone Course and fulfill any other remaining requirements for the MPA degree. Students who have completed coursework in law school prior to enrollment in the MPA Program in Public Policy and Administration may apply to the program director to transfer up to 12 credits from law school toward this concentration.

Courses in either version of this specialization may be taken at CUNY Law School, The City University of New York, or at other law schools offering comparable courses.

**Justice Policy Analysis (Honors Specialization)**
This specialization prepares students as policy analysis in justice and inspection/oversight contexts. Admission is limited to students with a GPA of 3.5 or above, a grade of 3.5 or above in PAD 715, and GREV and GREQ scores comparable to those required by the CUNY Doctoral Program in Criminal Justice. Courses are completed in the Policy, Oversight and Administration (CRJPOA) Track of the CUNY Doctoral Program in Criminal Justice, or in cross-listed John Jay College graduate course sections. Students already admitted to the CRJPOA track who seek the MPA degree may satisfy their MPA specialization with doctoral-level versions of these courses. Students who complete these courses and who are subsequently admitted to the CRJPOA track may satisfy CRJPOA course requirements with these courses.

**Required Courses**
CRJU 88100 Criminology and Public Policy
CRJU 84100 - Advanced Policy Analysis
Accounting 715 Analytical Methods in Inspection and Oversight

- **Independent and Contractual Inspection and Oversight**
This specialization examines inspection and oversight by private and non-governmental organizations, usually acting as agents of public officials, agencies or authorities, focusing on governmentally or judicially authorized contracts, regulations or settlements. Examples include independent private sector inspectors general (IPSIGs), and court-appointed or contractually-mandated monitors.
**Required Courses**
Public Administration 731: Modalities of Oversight and Monitoring

**Electives**
Criminal Justice 754/Public Administration 754 Investigative Techniques
Public Administration 701 Fraud, Abuse, Waste and Corruption
Public Administration 706 Bureaupathology
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 745 Program Development and Evaluation
Public Administration 749 Public Sector Accounting and Auditing II

**Total: 42 Credits**
Section C: Annotation of Proposed Revisions: MPA in Inspection and Oversight

MASTER OF PUBLIC ADMINISTRATION:
Inspection and Oversight
Director: Professor Warren Benton

The mission of the Master of Public Administration Program in Inspection and Oversight at John Jay College of Criminal Justice is to prepare students for public service careers in inspection and oversight organizations and to advance the study of Public Administration through scholarly and applied research and community service. The program seeks to inspire students to the highest ideals of citizenship and public service, reinforced by commitment to accountability, transparency and equity. The program offers students opportunities to acquire professional and political knowledge and skills based on academic studies, public service experience and partnerships with faculty in scholarly endeavors.

Specializations are offered in the following fields:

- Forensic Accounting
- Organizational Assessment and Monitoring
- Inspection and Oversight of Health Services
- International Inspection and Oversight
- Investigation and Operational Inspection
- Law and Inspection and Oversight
- Justice Policy and Oversight (Honors Specialization)
- Independent and Contractual Inspection and Oversight

Degree Requirements

Students enrolled in the Public Administration-Inspector General Track are required to complete 42 course credits. Students are also required to pass the qualifying examination, which is administered as a part of PAD 700. Complete information about the MPAQE is found at the MPA section of the John Jay College website. Students are advised to complete PAD 700 and the two other core foundation courses PAD 723 and PAD 706 within the first 15 credits of matriculation.

Failure to complete any of the requirements described in the paragraph above will result in a student not being permitted to register for future classes without the explicit permission of the program director.

Additional information. Students who enrolled for the first time at the College in September 2011 or thereafter must complete the program in the form presented in this bulletin. Students who enrolled prior to that date and have consistently maintained matriculation, may choose the form shown here or the version of the program in place at their time of enrollment.

Required Courses
Public Administration 700 Public Administration
Public Administration 723 Assessments, Audits and Investigations in Human Resources
Public Administration 706 Bureaupathology

Credits
Subtotal: 21
Public Administration 740 Public Sector Inspection and Oversight
Public Administration 742 Public Sector Accounting and Auditing (Prerequisite: PAD 740)
Public Administration 758 Ethics, Integrity and Accountability
Public Administration 771 MPA Capstone Seminar

No course can be used to satisfy a foundation requirement and a specialization requirement. With permission of the Program Director, students may substitute PAD 702 Human Resource Management for PAD 723 Inspections Audits and Investigations for PAD 702 and PAD 705 Organizational Theory for PAD 706 Bureaucracy.

**Research Methods and Quantitative Skills**

Students must complete a course from each of the following categories:

- **Research Methods**
  - Public Administration 715 Research Methods in Public Administration

- **Quantitative Methods and Information Management**
  - Public Administration 713 Management of Information and Technology *
  - Public Administration 7xx Analytical Methods in Health Care Auditing and Investigation
  - Public Administration 745 Program Development and Evaluation
  - Public Administration 747/Criminal Justice 747 Computer Applications in Public Policy and Management *
  - Public Administration 770 Cases and Techniques in Quantitative Policy Analysis *

* There is no course prerequisite for PAD 747 or PAD 713. However, computer skills and experience are assumed for PAD 713. Students who need additional computer skills will be directed by the program director to other places in the College where they may be obtained. PAD 715 is a prerequisite for PAD 745 and PAD 770.

**PAD 7xx Analytical Methods in Health Care Auditing and Investigation is required for the Inspection and Oversight of Health Services specialization.**

**Specialization and Elective Courses Subtotal: 15**

A three-course specialization is required, along with two elective courses. Students should declare a specialization upon the completion of 12 credits. Except where otherwise noted, students must complete a specialization by completing three courses designated for the specialization including each course designated as required PAD 780 (Internship), PAD 755 (Writing for Management), and a PAD 800-level course can also be used to complete any specialization, but may not substitute for a course required for the specialization.

Dual specializations are permissible if the student has fulfilled the requirements of both specializations.

**Select one specialization:**

- **Forensic Accounting**
  
  This specialization prepares students for careers in forensic accounting or financial investigation. It is intended for students who seek to complete the Advanced Certificate in Forensic Accounting.

  Accounting 715 701 Analytical Methods in Inspection and Oversight must be completed as the second Research Methods and Quantitative Methods course. Accounting 710 Advanced Financial Reporting must be substituted for PAD 742

**Required Courses: Select three**

Accounting 702 Strategic Cost Management
Accounting 703 Advanced Taxation
Accounting 705 Forensic Accounting and Auditing
Accounting 720 Advanced Auditing with Analytical Applications

Completing the Advanced Certificate
Each student who is admitted to the Advanced Certificate Program will be provided an Official Program of Study, signed by the MPA in Inspection and Oversight Program Director, the Advanced Certificate in Forensic Accounting Director, and the Director of Graduate Admissions, specifying the student’s program requirements, and specifying how the student’s course of study satisfies the CPA 150 requirements.

• Organizational Assessment and Monitoring
This specialization prepares students to assess, evaluate and monitor the performance of public and not-for-profit agencies. The specialization is particularly appropriate for students interested in professional careers in performance auditing and regulation. This specialization has two required courses.

Required Courses
Public Administration 714 Organizational Performance Assessment
Public Administration 745 Program Development and Evaluation

Electives
Public Administration 701 Fraud, Abuse, Waste and Corruption
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 731 Oversight by Independent, Regulatory and Political Authorities
Public Administration 741 Administrative Law and Regulation
Public Administration 748 Project Management
Public Administration 749 Public Sector Accounting and Auditing II (Prerequisite: PAD 742)
Public Administration 770 Cases and Techniques in Quantitative Policy Analysis *

• Inspection and Oversight of Health Services
This specialization examines how inspection and oversight are conducted in health care organizations. This specialization has one required methods course, three required courses.

Required Courses
Public Administration 7xx Public Health Policy and Administration
Public Administration 7xx Health Services Fraud, Waste and Abuse
Public Administration 7xx Inspection and Oversight of Health Care Delivery

Students may complete their two program electives by taking Public Health courses in the CUNY School of Public Health. Students should contact MPA Advising for information about recommended courses and epermit procedures.

• International Inspection and Oversight
This specialization examines how inspection and oversight are conducted in international and multi-national contexts. This specialization has two required courses.

Required Courses
Public Administration 718 International Public Policy and Administration
Public Administration 772 International Inspection and Oversight

Electives
Criminal Justice 744 Terrorism and Politics
Criminal Justice 759 Comparative Police Administration
Criminal Justice 774 Immigration and Crime
Criminal Justice 779 The Female Offender in Western Society
Public Administration 746 Comparative Public Administration

• Investigation and Operational Inspection
This specialization prepares students for responsibilities involving the investigation and inspection of individual and organizational conduct and performance in public agencies, with an emphasis on fraud, waste and abuse. The specialization has two required courses.

Required Courses
Criminal Justice 754/Public Administration 754 Investigative Techniques
Public Administration 701 Fraud, Abuse, Waste and Corruption

Electives
Criminal Justice 739 Crime Mapping
Criminal Justice 751 Crime Scene Investigation
Public Administration 706 Bureaupathology
Public Administration 710 The Ethical and Legal Environment of Public Employment
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 745 Program Development and Evaluation
Public Administration 749 Public Sector Accounting and Auditing II (Prerequisite: PAD 742)

Law and Inspection and Oversight
This specialization prepares students to apply management and policy concepts and skills in a legal environment.

Required Courses
Public Administration 741 Administrative Law

Electives
At least 6 credits of law courses completed at the CUNY Law School or other law schools.

Law Courses during MPA Studies: Students enrolled in the MPA Program in Public Policy and Administration may complete the Law and Public Management specialization by completing nine credits of courses approved by the MPA Program Director. The course will concern legal research, criminal and civil procedure, and/or public institutions and the law.

The CUNY Law School will permit John Jay MPA students - who meet academic qualifications noted below - to register for CUNY Law courses, from among those specified in a “advising list” available from the Specialization Advisor, Professor Dan Feldman. ( dfeldman@jjay.cuny.edu )

To be permitted to take classes at CUNY Law School, an MPA student must have maintained a GPA of at least 3.5 and have completed PAD 741, Administrative Law, with a grade of A or A-.

Law Courses from Law School: Students may also complete this specialization while attending law school after partially completing the MPA at John Jay. Students must apply to, and be accepted at, law school while enrolled in the MPA Program in Public Policy and Administration, and complete their specialization while attending law school. Subject to the approval of the program director, § 12 credits of law courses concerning legal research, criminal and civil procedure, and public institutions and the law, may be transferred for credit. Students must also pass the MPA Qualifying Examination and the Capstone Course and fulfill any other remaining requirements for the MPA degree. Students who have completed coursework in law school prior to enrollment in the MPA Program in Public Policy and Administration may apply to the program director to transfer up to 12 credits from law school toward this concentration.

Courses in either version of this specialization may be taken at CUNY Law School, The City University of New York, or at other law schools offering comparable courses.

Justice Policy Analysis (Honors Specialization)
This specialization prepares students as policy analysis in justice and inspection/oversight contexts. Admission is limited to students with a GPA of 3.5 or above, a grade of 3.5 or above in PAD 715, and GREV and GREQ scores comparable to those required by the CUNY Doctoral Program in Criminal Justice. Courses are completed in the Policy, Oversight and Administration (CRJPOA) Track of the CUNY Doctoral Program in Criminal Justice, or in cross-listed John Jay College graduate course sections. Students already admitted to the CRJPOA track who seek the MPA degree may satisfy their MPA specialization with doctoral-level versions of these courses. Students who complete these courses and who are subsequently admitted to the CRJPOA track may satisfy CRJPOA course requirements with these courses.

**Required Courses**
CRJU 88100 Criminology and Public Policy
CRJU 84100 - Advanced Policy Analysis
Accounting 715 Analytical Methods in Inspection and Oversight

**• Independent and Contractual Inspection and Oversight**
This specialization examines inspection and oversight by private and non-governmental organizations, usually acting as agents of public officials, agencies or authorities, focusing on governmentally or judicially authorized contracts, regulations or settlements. Examples include independent private sector inspectors general (IPSIGs), and court-appointed or contractually-mandated monitors.

**Required Courses**
Public Administration 731: Modalities of Oversight and Monitoring

**Electives**
Criminal Justice 754/Public Administration 754 Investigative Techniques
Public Administration 701 Fraud, Abuse, Waste and Corruption
Public Administration 706 Bureaupathology
Public Administration 726 The Politics and Process of Outsourcing
Public Administration 745 Program Development and Evaluation
Public Administration 749 Public Sector Accounting and Auditing II

**Total: 42 Credits**
Section D: Proposed Revisions in Course Titles and Descriptions

Public Administration 7xx Analytical Methods in Health Care Auditing and Investigation: This course would explore the methods of auditing and investigations specifically employed in oversight of public health care systems. Methods would include how to investigate large data systems, data mining, review of Medical records, and interviewing. Legal protections of medical records, as provided by the Healthcare Portability Act (HIPAA) would also be addressed.

Public Administration 7xx Public Health Policy and Administration: This course would provide a thorough overview of the health delivery system in the United States. Topics would include: (1) large governmental programs, including Medicare, Medicaid, and the Affordable Care Act; (2) the roles of entities in the health care delivery system, including medical professionals, insurance companies, and governmental agencies; and (3) types of health care, including preventative care, pharmaceuticals, and mental health. Other innovations in health care delivery would be covered, such as electronic medical records and medical savings accounts.

Public Administration 7xx Health Services Fraud, Waste, and Abuse: This course would explore three topics related to fraud, waste, and abuse found in specific types of health care services, such as home health, pharmaceutical, durable medical equipment, and mental health services, among others. It would also explore fraud, waste, and abuse in the context of fee for service (FFS) and HMO delivery care.

Public Administration 7xx Inspection and Oversight of Health Care Delivery: This course would review the types of oversight provided for public health care systems in the United States. Topics would include federal Medicare and Medicaid Integrity programs, federal oversight contractors, federal and state Offices of Inspectors General, the US General Accountability Office, state program integrity offices, and Medicaid Fraud Investigations Units. This would include a review of these entities’ work products, and a comparison to oversight in other countries. Legislation, access, equity, FWAC
PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date of CGS Approval: 11/18/2014

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<tr>
<td>Ned Benton</td>
<td><a href="mailto:nbenton@jjay.cuny.edu">nbenton@jjay.cuny.edu</a></td>
<td>212 237-8089</td>
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<td>PAD 715</td>
</tr>
<tr>
<td>Credits</td>
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<td>Contact Hours (per week)</td>
<td>30 hours plus conferences</td>
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<tr>
<td>Lab Hours</td>
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</table>

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

This course is part of a proposal for a new specialization in the MPA in Inspection and Oversight which focuses on Health Care Delivery Oversight. The course presents methods of auditing and investigation.

Degree requirements satisfied by the course:
Master of Public Administration in Inspection and Oversight methods elective.

Has this course been taught on an experimental basis?

Yes _____ No ___X____

If yes, please provide the following:
Semester(s) and Year(s):
Teacher(s):
Enrollment(s):
Prerequisite(s):

Learning Outcomes:
What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

6.3 Be able to audit the efficiency, economy, and effectiveness of program performance.
6.5 Apply core technical skills for inspection and oversight
7.8 Health Care Delivery Oversight: Understand how to assess, evaluate and monitor the performance of health care delivery systems

How do the course outcomes relate to the program’s outcomes?

The above outcomes are included in the program assessment plan.

Assessment: How will students demonstrate that they have achieved the learning outcomes of the course?

This is defined in the assessment plan.

Proposed texts and supplementary readings (including ISBNs):

Singleton and Strait: Approaches to Social Research
Ozcan, Yazar: Health Care Benchmarking and Performance Evaluation

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

Identify and assess the adequacy of available library resources

Databases

Exercises will be based on datasets that are available for immediate analysis online, using a set of programs called SDA, which stands for “Survey Documentation and Analysis.” SDA is a set of programs for the
documentation and Web-based analysis of survey data. SDA is developed and maintained by the Computer-assisted Survey Methods Program (CSM) at the University of California, Berkeley. CSM also develops the CASES software package.

Books, Journals and eJournals

None not presently available in the online collection maintained by CUNY and the JJCCJ Library.

Identify recommended additional library resources

None

Estimate the cost of recommended additional library resources (For new courses and programs): None

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

None

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

Yes ___X______ No __________

If no, what resources will be needed? With whom have these resource needs been discussed?

Proposed instructors:

Professor’s Schwester, Guajardo, Brown.

Other resources needed to offer this course:

None.

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

No conflict identified.

Syllabus: See attached
John Jay College of Criminal Justice  
Master of Arts Degree Program in International Crime and Justice

PAD ___ Analytical Methods in Health Care Auditing and Investigation

COURSE INFORMATION

Instructor: To Be Selected  
Department: MPA In Inspection and Oversight  
Course Code: PAD XXX  
CLASS: ___

Contact:  
Office hours: TBA

COURSE DESCRIPTION:

This course would explore the quantitative and qualitative methods of auditing and investigations specifically employed in oversight of public health care systems through cases and original data analysis. Students would be introduced to the theories behind using data to measure healthcare quality and identify fraud. Student would also learn about and apply data methods used to improve healthcare performance through analysis. Specific issues would include how to investigate large data systems (data cleaning, imputation, and data transformation), how to use advanced data mining and predictive auditing, how to review of Medical records, and how to conduct interviews. The course would focus mainly on quantitative analysis of healthcare data, but qualitative approaches, as well as legal, ethical, and managerial perspectives on data analysis would also be covered. Specifically, legal protections of medical records, as provided by the Healthcare Portability Act (HIPAA) would be addressed, as well as how to manage and lead a team of healthcare data analysts.  
Prerequisites: PAD 715

CORE READINGS:

Singleton and Strait: Approaches to Social Research  
Ozcan, Yazar: Health Care Benchmarking and Performance Evaluation


Four healthcare cases assigned on various days in the semester and provided through Blackboard.

Other recommended readings:

Documents from the following organizations:

Association of Inspectors General – http://inspectorsgeneral.org
Health Care Compliance Association - https://www.hcca-info.org/
Association of Health Care Internal Auditors - http://www.ahia.org/
National Health Care Anti-Fraud Association - http://www.nhcaa.org/
National Association of Medicaid Fraud Units - http://www.namfcu.net/
Global Health Care Anti-Fraud Network - http://www.ghcan.org/

Nature and Amount of Work Required:

Your course grade will be based upon the following:

Four writing assignments (case analysis, descriptive analysis, graphical analysis, advanced data analysis) (total, 40%)

Case Analysis: Using what you have learned in the cases presenting thus far in the class, choose a pressing healthcare data issue, investigate why this issue raises important concerns for fraud or for fraud detection, make specific recommendations for how to address this issue that relies upon the lessons learned in the textbook and in other course material. (8-10 pages) 10%

Descriptive Analysis: Relying upon what you have learned and the introduction to data cleaning, conduct a descriptive analysis of an existing healthcare dataset, summarize your findings with appropriate tables, explain what your analysis demonstrates about the quality of the data and offer recommendations for how the data could be used to detect or investigate fraud. (8-10 pages) 10%

Graphical Analysis: Using the existing dataset that you cleaned earlier in the semester, present a graphical analysis of several variables, then explain what the graphical analysis shows, how it could be presented to healthcare stakeholders to improve performance, and offer recommendations for how additional data might be presented graphically. (8-10 pages) 10%

Advanced Data Analysis: Conduct an original data analysis using the advanced methods learned in the last several class sessions. (8-10 pages) The final paper should include a thesis that you support with findings from your analysis, relevant literature on the subject, and clear recommendations for stakeholders. 10%

Midterm take-home exam (20%)
Final take-home exam (30%)
Student’s overall contribution to discussion (10%)

Grade Numerical Value Percentage Equivalent:
A 93.0-100.0
A- 90.0- 92.9
B+ 87.1- 89.9
B 83.0- 87.0
B- 80.0- 82.9
C+ 77.1- 79.9
C 73.0- 77.0
C- 70.0- 72.9
F 70 and below

Your overall performance will be evaluated using the standard John Jay College plus/minus grading scale.
Course Learning Outcomes:

6.3 Be able to audit the efficiency, economy, and effectiveness of program performance.
6.5 Apply core technical skills for inspection and oversight
7.8 Health Care Delivery Oversight: Understand how to assess, evaluate and monitor the performance of health care delivery systems

ATTENDANCE AND CLASSROOM CONDUCT POLICIES

To be specified according to the delivery format.

ACADEMIC INTEGRITY

Cheating

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take home assignment or examination
- Using notes during a closed book examination
- Taking an examination for another student, or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else’s work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers, or other technologies to retrieve or send information

Plagiarism

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

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

NOTE: I reserve the right to modify this syllabus to incorporate events, speakers, or film showings that arise and are relevant to the learning objectives of this course.
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>POSSIBLE RE-WORK of CALENDAR</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td>Course Introduction</td>
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<tr>
<td>2</td>
<td>Evaluation of Performance in Health Care.</td>
<td>Healthcare analytics: transformation, costs and quality</td>
<td>Ozcan, Chapter 1</td>
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<td>Reading: Chapter 1 Strome</td>
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<td>Performance Measurement Using Data Envelopment Analysis</td>
<td>Fundamentals: decision making and applications of healthcare analytics</td>
<td>Ozcan,, Chapter 2</td>
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<td>Reading: Chapter 2 Strome</td>
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<td>4</td>
<td>Effectiveness Dimension of Performance</td>
<td>Analytical strategy: how to develop a strategy to promote data quality and performance</td>
<td>Ozcan, Chapter 7</td>
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<td>Reading: Chapter 3 Strome</td>
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<td>5</td>
<td>Hospital Applications</td>
<td>Defining variables: how to measure healthcare quality</td>
<td>Ozcan, Chapter 9 Term project proposal due</td>
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<td>Case 1: Hospital Applications</td>
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<td>Reading: Chapter 4 Strome &amp; hospital case reading</td>
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<td>6</td>
<td>Nursing Home Applications</td>
<td>Data quality and governance: how to manage data through effective governance</td>
<td>Ozcan, Chapter 11</td>
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<td>Case 2: Nursing Home Applications</td>
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<td>Reading: Chapter 5 Strome and nursing home case reading</td>
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<td>Assignment 1 due: case analysis of major health care quality data problem</td>
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<td>7</td>
<td>Mid Term Examination</td>
<td>Mid Term Examination</td>
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<td>8</td>
<td>Health Maintenance Organization Applications</td>
<td>Working with raw data: how to start analyzing data</td>
<td>Ozcan, Chapter 12 &amp; 13</td>
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<td>Case 3: Health Maintenance Organization</td>
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<td>9</td>
<td>Data Cleaning</td>
<td>6 Strome, HMO</td>
<td>Case 4: Healthcare agency</td>
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<td>Reading: Chapter 7 Strome</td>
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<td>Assignment 2: descriptive data</td>
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<td>assignment using healthcare</td>
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<td>10</td>
<td>Missing data and imputation</td>
<td>9 Strome</td>
<td>Analytics and methods:</td>
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<td>to detect changes in quality</td>
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<td>Reading: Chapter 9 Strome</td>
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<td>11</td>
<td>Data transformation</td>
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<td>Presenting results: data</td>
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<td>Reading: Chapter 10 Strome</td>
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<td>12</td>
<td>Data auditing</td>
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<td>Advanced analytics</td>
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<td>Assignment 3: graphical data</td>
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<td>assignment presenting health</td>
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<td>care info-graphics</td>
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<tr>
<td>13</td>
<td>Data auditing and Interviews</td>
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<td>Managing for results: how to</td>
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<td>build and manage a data team</td>
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<td>Reading: Chapter 12 Strome</td>
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<tr>
<td>14</td>
<td>Final Examination</td>
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Students will complete a term project that applies the principles of health care audit detection to a case.
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<td>Lab Hours</td>
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Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).
This course is part of a proposal for a new specialization in the MPA in Inspection and Oversight which focuses on Health Care Delivery Oversight. The course presents methods of auditing and investigation.

Degree requirements satisfied by the course:

Master of Public Administration in Inspection and Oversight Specialization required course.

Has this course been taught on an experimental basis?

Yes ______ No ___X____

If yes, please provide the following:
Semester(s) and Year(s):
Teacher(s):
Enrollment(s):
Prerequisite(s):

Learning Outcomes:
What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

7.8 Health Care Delivery Oversight: Understand how to assess, evaluate and monitor the performance of health care delivery systems

How do the course outcomes relate to the program’s outcomes?

The above outcomes are included in the program assessment plan.

Assessment: How will students demonstrate that they have achieved the learning outcomes of the course?

This is defined in the assessment plan.

Proposed texts and supplementary readings (including ISBNs):


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

Identify and assess the adequacy of available library resources

Databases
None

Books, Journals and eJournals

None not presently available in the online collection maintained by CUNY and the JJCCJ Library.

Identify recommended additional library resources

None

Estimate the cost of recommended additional library resources (For new courses and programs): None

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

None

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

Yes _____X______ No ______________

If no, what resources will be needed? With whom have these resource needs been discussed?

Proposed instructors:

Professor’s Schwester, Guajardo, Brown.

Other resources needed to offer this course:

None.

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

No conflict identified.

Syllabus: See attached
COURSE INFORMATION

Instructor: To Be Selected
Department: MPA In Inspection and Oversight
Course Code: PAD XXX
CLASS:

Contact:
Office hours: TBA

COURSE DESCRIPTION:

This course would provide a thorough overview of the health delivery system in the United States. Topics would include: (1) large governmental programs, including Medicare, Medicaid, and the Affordable Care Act; (2) the roles of entities in the health care delivery system, including medical professionals, insurance companies, and governmental agencies; and (3) types of health care, including preventative care, pharmaceuticals, and mental health. Other innovations in health care delivery would be covered, such as electronic medical records and medical savings accounts.Prerequisites: None

CORE READINGS:


Other recommended readings:

Documents from the following organizations:

Association of Inspectors General – http://inspectorgeneral.org
Health Care Compliance Association - https://www.hcca-info.org/
Association of Health Care Internal Auditors - http://www.ahia.org/
National Health Care Anti-Fraud Association - http://www.nhcaa.org/
National Association of Medicaid Fraud Units - http://www.namfcu.net/
Global Health Care Anti-Fraud Network - http://www.ghcan.org/

Nature and Amount of Work Required:

Your course grade will be based upon the following:
Class presentations (20%)
Midterm take-home exam (30%)
Final take-home exam (40%)
Student’s overall contribution to discussion (10%)

Grade Numerical Value Percentage Equivalent:
A 93.0-100.0
A- 90.0-92.9
B+ 87.1-89.9
B 83.0-87.0
B- 80.0-82.9
C+ 77.1-79.9
C 73.0-77.0
C- 70.0-72.9
F 70 and below

Your overall performance will be evaluated using the standard John Jay College plus/minus grading scale.

Course Learning Outcomes:

7.8 Health Care Delivery Oversight: Understand how to assess, evaluate and monitor the performance of health care delivery systems

ATTENDANCE AND CLASSROOM CONDUCT POLICIES

To be specified according to the delivery format.

ACADEMIC INTEGRITY

Cheating

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

Copying from another student during an examination or allowing another to copy your work
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Submitting substantial portions of the same paper to more than one course without consulting with each instructor
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Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
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Submitting someone else’s work as your own
Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers, or other technologies to retrieve or send information

Plagiarism

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Failing to acknowledge collaborators on homework and laboratory assignments

NOTE: I reserve the right to modify this syllabus to incorporate events, speakers, or film showings that arise and are relevant to the learning objectives of this course.

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<th>Session</th>
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<tr>
<td>1</td>
<td>Course Introduction</td>
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</tr>
<tr>
<td>2</td>
<td>Health Care Delivery Systems</td>
<td>Wolper 1,2, 12</td>
</tr>
<tr>
<td>3</td>
<td>Legal Foundations</td>
<td>Wolper 3</td>
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<td>4</td>
<td>Financial Models</td>
<td>Wolper 4</td>
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<td>5</td>
<td>Labor and Employment</td>
<td>Wolper 5,6. Term project proposal due</td>
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<td>6</td>
<td>Marketing</td>
<td>Wolper 7</td>
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<td>7</td>
<td>Mid Term Examination</td>
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<td>8</td>
<td>Ambulatory Care</td>
<td>Wolper 10</td>
</tr>
<tr>
<td>9</td>
<td>Laboratories and Pharmacies</td>
<td>Wolper 13, 14</td>
</tr>
<tr>
<td>10</td>
<td>Technologies</td>
<td>Wolper 8, Draft term project due</td>
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<tr>
<td>11</td>
<td>Quality Assurance</td>
<td>Wolper 17</td>
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<td>12</td>
<td>Facilities</td>
<td>Wolper 16</td>
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<td>13</td>
<td>Review</td>
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<td>14</td>
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Students will complete a term project that applies the principles of health care policy and administration to a policy problem in a health care setting.
PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date of CGS Approval: 11/18/14

Contact information of proposer(s):

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<th>Name(s)</th>
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<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>
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Course details:

<table>
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<th>Program Name</th>
<th>MPA In Inspection and Oversight</th>
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</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PAD 7XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Health Services Fraud, Waste, and Abuse</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course would explore topics related to fraud, waste, and abuse found in specific types of health care services, such as home health, pharmaceutical, durable medical equipment, and mental health services, among others. It would also explore fraud, waste, and abuse in the context of fee for service (FFS) and HMO delivery care.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>30 hours plus conferences</td>
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<td>Lab Hours</td>
<td>0</td>
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Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

This course is part of a proposal for a new specialization in the MPA in Inspection and Oversight which focuses on Health Care Delivery Oversight. The course presents methods of auditing and investigation.
Degree requirements satisfied by the course:

Master of Public Administration in Inspection and Oversight Specialization required course.
Has this course been taught on an experimental basis?

Yes ______ No ___X____

If yes, please provide the following:
Semester(s) and Year(s):
Teacher(s):
Enrollment(s):
Prerequisite(s):

Learning Outcomes:
What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

6.3 Be able to audit the efficiency, economy, and effectiveness of program performance.
6.5 Apply core technical skills for inspection and oversight
7.8 Health Care Delivery Oversight: Understand how to assess, evaluate and monitor the performance of health care delivery systems

How do the course outcomes relate to the program’s outcomes?
The above outcomes are included in the program assessment plan.
Assessment: How will students demonstrate that they have achieved the learning outcomes of the course?
This is defined in the assessment plan.

Proposed texts and supplementary readings (including ISBNs):
Bazley: Investigating White Collar Crime
Osterburg & Ward: Criminal Investigation

Documents from the following organizations:
Association of Inspectors General – http://inspectorsgeneral.org
Health Care Compliance Association - https://www.hcca-info.org/
Association of Health Care Internal Auditors - http://www.ahia.org/
National Health Care Anti-Fraud Association - http://www.nhcaa.org/
National Association of Medicaid Fraud Units - http://www.namfcu.net/
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Library resources for this course: Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

Identify and assess the adequacy of available library resources

Databases

None

Books, Journals and eJournals

None not presently available in the online collection maintained by CUNY and the JJCCJ Library.

Identify recommended additional library resources

None

Estimate the cost of recommended additional library resources (For new courses and programs): None

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

None

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

Yes ___X____ No ______________

If no, what resources will be needed? With whom have these resource needs been discussed?

Proposed instructors:

Professor’s Schwester, Guajardo, Brown.

Other resources needed to offer this course:

None.

If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:
No conflict identified.

Syllabus: See attached
John Jay College of Criminal Justice  
Master of Arts Degree Program in International Crime and Justice  

PAD ___ Health Care Fraud and Abuse  

COURSE INFORMATION  

Instructor: To Be Selected  
Department: MPA In Inspection and Oversight  
Course Code: PAD XXX  
CLASS:  

Contact:  
Office hours: TBA  

COURSE DESCRIPTION:  

This course would explore topics related to fraud, waste, and abuse found in specific types of health care services, such as home health, pharmaceutical, durable medical equipment, and mental health services, among others. It would also explore fraud, waste, and abuse in the context of fee for service (FFS) and HMO delivery care.  
Prerequisites: None  

CORE READINGS:  

Busch, Rebecca, Health Care Fraud: Auditing and Detection Guide  

Other recommended readings:  

Documents from the following organizations:  

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Nature and Amount of Work Required:  

Your course grade will be based upon the following:  
Class presentations (20%)  
Midterm take-home exam (30%)
Final take-home exam (40%)
Student’s overall contribution to discussion (10%)

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Your overall performance will be evaluated using the standard John Jay College plus/minus grading scale.

Course Learning Outcomes:

6.3 Be able to audit the efficiency, economy, and effectiveness of program performance.
6.5 Apply core technical skills for inspection and oversight
7.8 Health Care Delivery Oversight: Understand how to assess, evaluate and monitor the performance of health care delivery systems

ATTENDANCE AND CLASSROOM CONDUCT POLICIES

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<tr>
<td>2</td>
<td>Health Care Fraud</td>
<td>Busch, Chapter 1</td>
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<td>3</td>
<td>Defining Market Players within the Primary Health Care Continuum</td>
<td>Busch, Chapter 2</td>
</tr>
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<td>4</td>
<td>Audit and Investigative Model</td>
<td>Busch, Chapter 3,4</td>
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<td>5</td>
<td>Transparency Healthcare Continuum</td>
<td>Busch, Chapter 6,7. Term project proposal due</td>
</tr>
<tr>
<td>6</td>
<td>Rules Based Healthcare Continuum</td>
<td>Busch, Chapter 8</td>
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<td>7</td>
<td>Mid Term Examination</td>
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<td>8</td>
<td>Health Information Pipelines</td>
<td>Busch, Chapter 9,10</td>
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<td>9</td>
<td>Accounts Receivable Pipelines</td>
<td>Busch, Chapter 11</td>
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<td>10</td>
<td>Components of the Data Mapping Process</td>
<td>Busch, Chapter 17 Draft term project due</td>
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<td>11</td>
<td>Components of the Data Mining Process</td>
<td>Busch, Chapter 18</td>
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<td>12</td>
<td>Clinical Content Data Analysis</td>
<td>Busch, Chapter 21</td>
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<td>13</td>
<td>Review</td>
<td>Final term project due</td>
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<td>14</td>
<td>Final Examination</td>
<td>Busch, Chapter 1</td>
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Students will complete a term project that applies the principles of health care audit detection to a case.
PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

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<td>Course Prefix &amp; Number</td>
<td>PAD 7XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Inspection and Oversight of Health Care Delivery</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course would review the types of oversight provided for public health care systems in the United States. Topics would include federal Medicare and Medicaid Integrity programs, federal oversight contractors, federal and state Offices of Inspectors General, the US General Accountability Office, state program integrity offices, and Medicaid Fraud Investigations Units. This would include a review of these entities’ work products, and a comparison to oversight in other countries.</td>
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<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>PAD 740</td>
</tr>
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<td>Credits</td>
<td>3</td>
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<td>Contact Hours (per week)</td>
<td>30 hours plus conferences</td>
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<td>Lab Hours</td>
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Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

This course is part of a proposal for a new specialization in the MPA in Inspection and Oversight which focuses on Health Care Delivery Oversight. The course presents methods of auditing and investigation.
Degree requirements satisfied by the course:

Master of Public Administration in Inspection and Oversight Specialization required course.

Has this course been taught on an experimental basis?

Yes _____  No ___X____

If yes, please provide the following:
Semester(s) and Year(s):
Teacher(s):
Enrollment(s):
Prerequisite(s):

Learning Outcomes:
What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

6.3 Be able to audit the efficiency, economy, and effectiveness of program performance.
6.5 Apply core technical skills for inspection and oversight
7.8 Health Care Delivery Oversight: Understand how to assess, evaluate and monitor the performance of health care delivery systems

How do the course outcomes relate to the program’s outcomes?

The above outcomes are included in the program assessment plan.

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Proposed texts and supplementary readings (including ISBNs):

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None not presently available in the online collection maintained by CUNY and the JJCCJ Library.

Identify recommended additional library resources

None

Estimate the cost of recommended additional library resources (For new courses and programs): None

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

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

Yes ____X_______ No ______________

If no, what resources will be needed? With whom have these resource needs been discussed?

Proposed instructors:

Professor’s Schwester, Guajardo, Brown.

Other resources needed to offer this course:

None.

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

No conflict identified.

Syllabus: See attached
John Jay College of Criminal Justice  
Master of Arts Degree Program in International Crime and Justice  

PAD ___ Inspection and Oversight of Health Care Delivery  

COURSE INFORMATION  

Instructor: To Be Selected  
Department: MPA In Inspection and Oversight  
Course Code: PAD XXX  
CLASS:  

Contact:  
Office hours: TBA  

COURSE DESCRIPTION:  

This course would review the types of oversight provided for public health care systems in the United States. Topics would include federal Medicare and Medicaid Integrity programs, federal oversight contractors, federal and state Offices of Inspectors General, the US General Accountability Office, state program integrity offices, and Medicaid Fraud Investigations Units. This would include a review of these entities’ work products, and a comparison to oversight in other countries.  
Prerequisites: PAD 740  

CORE READINGS:  

Feldman and Eichenthal, The Art of the Watchdog  
Anechiarico and Jacobs, the Pursuit of Absolute Integrity  

Other recommended readings:  

Documents from the following organizations:  

Association of Inspectors General – http://inspectorsgeneral.org  
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6.5 Apply core technical skills for inspection and oversight
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<td>Anechiarico and Jacobs, 1</td>
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<td>2</td>
<td>Fraud Control</td>
<td>Anechiarico and Jacobs, 5</td>
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<td>3</td>
<td>Whistleblowers and Hotlines</td>
<td>Anechiarico and Jacobs, 8</td>
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<td>4</td>
<td>Contracting</td>
<td>Anechiarico and Jacobs, 9</td>
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<td>Auditing</td>
<td>Feldman and Eichenthal, 9</td>
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<tr>
<td>14</td>
<td>Final Examination</td>
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Students will complete a term project that examines the structure of health care oversight in a state jurisdiction.
Proposal to Change the Current Graduate Dean’s List Policy
Office of Graduate Studies

FROM:

GRADUATE DEAN'S LIST

In order to qualify for the Graduate Dean’s List a graduate student must have completed 12 credits earned during one academic year, and maintained a 3.70 grade point average. For example, to be on the Dean’s List in Fall 2013, coursework had to have been completed in Summer 2012, Fall 2012 and/or Spring 2013.

Eligibility is coordinated through the offices of the Dean of Graduate Studies, the Vice President for Student Development and the Vice President for Enrollment Management. Graduate students placed on the Dean’s List will have an appropriate notation made on their Permanent Record in the Office of the Registrar.

TO:

The Graduate Dean’s List should be eliminated and replaced by a notation “With Distinction” included on a student’s transcript at the end of his or her graduate degree. The text in the bulletin should read as follows:

JOHN JAY COLLEGE OF CRIMINAL JUSTICE GRADUATE ACADEMIC RECOGNITION

A student who earns an overall cumulative GPA of 3.7 will graduate with the designation “With Distinction” indicated on the student’s permanent academic record.

Rationale

It is not customary for graduate programs to have a Dean’s List. The Dean’s List is associated with undergraduate programs. No other CUNY college has a graduate dean’s list. Administrators at John Jay receive numerous calls from doctoral admissions committees, law schools and employers questioning the veracity of the current dean’s list notation on applications for admissions, transcripts and resumes. The College appears as if it is unfamiliar with customary academic standards and best practices for recognizing student academic excellence. This perception may diminish regard for the College’s graduate programs and for the academic achievements of its students.
Proposal to Change the Current Graduate Grade Appeal Policy
Office of Graduate Studies

FROM:

CHANGE OF FINAL GRADE
Application for a change of grade assigned by a member of the faculty may be made at any time within one year from the end of the semester in which the course was taken. This request may be made by either the student or the instructor. The procedures outlined below apply to the change of grades of A, A–, B+, B, B–, C+, C, C– and F.

APPLICATION FOR CHANGE OF FINAL GRADE
To appeal a final grade, a student should first meet with the faculty member to discuss the final grade. If the instructor agrees that the grade should be changed, the instructor can make the change on the appropriate forms provided by the Registrar’s Office. These forms must then be countersigned by the Dean of Graduate Studies and returned to the Registrar’s Office for entry on the student’s record.

APPEAL FOR CHANGE OF FINAL GRADE
If, after consultations with the faculty member, the final grade is reaffirmed, a student who questions the grade should consult his or her program director. If this does not resolve matters, students have a right to appeal to the Dean of Graduate Studies, who will appoint a three-member subcommittee of the Committee on Graduate Studies to hear the appeal. The appeal should include a letter giving specific reasons for the request for change of grade, the course syllabus, all graded course materials and any supporting documentation, such as the midterm and research papers. It is the responsibility of the student to provide sufficient copies of the appeal, as requested, 14 days prior to the scheduled hearing date. The appeal application will be considered only if all documents required for a grade appeal are submitted with the appeal application. Incomplete applications will not be considered by the Grade Appeal Committee. Appeals submitted by the student more than one year after the final grade is submitted to the Registrar’s Office will not be considered by the Grade Appeal Committee. The faculty member will be notified of the appeal and will be requested to respond in writing to the Committee on Graduate Studies. The student and faculty member have the right to make a brief presentation before the subcommittee. The decision of the subcommittee is final and will be communicated in writing by the Dean of Graduate Studies to the student, the faculty member, the Vice President for Enrollment Management and the subcommittee.

TO:

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GRADE APPEAL
An appeal of a final grade must be filed by the 25th calendar day of the subsequent long semester. (Grades for courses taken in the spring or summer must be appealed by the 25th calendar day of the fall semester; grades for courses taken in the fall or winter must be appealed by the 25th calendar day of the spring semester).

To appeal a final grade of A, A–, B+, B, B–, C+, C, C– or F, a student should first meet with the faculty member to discuss the final grade. If an agreement is reached, the instructor is responsible for submitting the Change of Grade form to the Registrar’s Office.

If, after consultations with the faculty member, the final grade is reaffirmed, a student who questions the grade should consult his or her program director. If this does not resolve matters, the student has the right to appeal. To file a grade appeal, the student should complete a grade
appeal form available from the Office of the Dean of Graduate Studies. The form requires the specification of reasons for the appeal. Students must provide a copy of the course syllabus, all available graded course materials and any supporting documentation, such as the midterm, final exam and research papers.

Upon receiving a grade appeal request, the Dean will convene the indicated program’s grade appeal committee to hear the appeal. The committee has thirty calendar days to hear the appeal. The decision of the committee will be communicated in writing by the Chair of the grade appeal committee to the Dean who will inform the student, faculty, and Registrar of the decision. The decision of the subcommittee is final.

If the program’s grade appeal committee fails to make a recommendation to the Dean within 30 calendar days, the grade appeal will be sent to the college-wide grade appeals committee.

Rationale

The current grade appeal policy is confusing. The Committee on Graduate Studies is mostly comprised of non-experts in any given area of appeal. It is also not appropriate to include in an appeal committee a program director with whom the student would have already consulted according to the process. The committee should be comprised of faculty deemed appropriate to review the appeal. The committee may or may not need to consult with the student or faculty based on the record, which the student is responsible for providing.
Proposal to Introduce an Academic Renewal Policy for Graduate Students
Office of Graduate Studies

Proposed Bulletin Entry:

ACADEMIC RENEWAL FOR GRADUATE STUDENTS

A student switching graduate programs at John Jay may petition for Academic Renewal. Under Academic Renewal, grades for courses that do not apply to the new graduate program will remain on a student’s transcript but will not figure into a student’s overall GPA.

To petition for Academic Renewal, students must complete a Request for Academic Renewal application, available from Jay Express. Students must specify all courses that do not apply to their new program and must obtain approval from the director of their new program. Academic Renewal may be granted only once during a student’s academic career and, once granted, is irrevocable. Courses and grades forgiven under academic renewal cannot be counted toward a degree program.

Rationale:

John Jay presently has no academic renewal policy, and all grades for all courses now count toward a student’s overall GPA, regardless of whether they satisfy requirements for a student’s current degree program. Allowing limited academic renewal provides students the opportunity to pursue another graduate program in which they might be more successful without the burden of previous, unrelated performance affecting their academic standing in their current degrees.

Requiring that students apply for academic renewal, and limiting it to a one-time opportunity, will make the process easier to institute and to track and will limit the incentive to switch programs repeatedly.
Policy on Extra Work During the Semester
Office of Graduate Studies

Proposed Bulletin Entry:

EXTRA WORK DURING THE SEMESTER

Instructors are not obligated to offer extra-credit work in any course. 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. 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.

Rationale

The Graduate Bulletin currently has no stated policy on extra work given in graduate courses. The proposed policy is adapted from the current John Jay policy for undergraduates and makes explicit the requirement that extra-credit assignments are not required for any class and that any extra-credit opportunities given must be made available to all students in that class.
Proposal for a Major in Spanish
Leading to the
Bachelor of Arts Degree

Department of Foreign Languages and Literatures
John Jay College of Criminal Justice
City University of New York

Anticipated Implementation of Program: Fall 2015

Dates of College Governance Approval:

College Council: Pending

Undergraduate Curriculum and Academic Standards Committee: November 14, 2014

Provost: _______________________________________
Dr. Jane P. Bowers, Provost and Senior Vice President for Academic Affairs
Phone 212-237-8801; FAX 212-237-8623; E-Mail jbowers@jjay.cuny.edu
## Table of Contents

A. Abstract of Proposal ........................................................................................................... 3
B. Purpose and Goals ........................................................................................................... 4
C. Need and Justification ..................................................................................................... 7
D. Student Interest and Enrollment ...................................................................................... 8
E. Admissions Requirements ................................................................................................. 9
F. Curriculum ....................................................................................................................... 9
G. Faculty ............................................................................................................................. 14
H. Cost Assessment ............................................................................................................. 15
I. Program Assessment ...................................................................................................... 17

### Appendices

A. Existing Spanish Courses ................................................................................................. 19
B. New Course Descriptions ................................................................................................. 24
C. New Course Syllabi .......................................................................................................... 26
D. Forms ............................................................................................................................... 96
   Program of Study .............................................................................................................
E. Letters of Support ............................................................................................................. 97
F. Articulation Agreement .................................................................................................... 98
A. Abstract of Proposal

The pervasive impact of globalization as well as the growing importance of Spanish as the second most used language on earth—spoken around the world by more than 400 million people on 4 continents and in 21 countries—have made Spanish an absolutely crucial academic discipline. While globalization has intensified the cultural, historical, economic, and political linkages that connect us to the Ibero-American/Hispanic world, the unprecedented use of Spanish is transforming its status. With well over 35 million Spanish speakers in the United States, it has therefore become increasingly apparent that Spanish is not a “foreign language” at all, but the second language of the United States. Closer to home, 21.7 percent of the people in the New York Metropolitan Statistical Area are of Hispanic heritage, or a total of 4,790,542. These developments have given the Major in Spanish only more relevance. A solid command of Spanish as well as knowledge of the cultural, social, political, and economic aspects of the regions and communities of Spain and Latin America have become indispensable for anyone who seeks to function in our interconnected world. A vibrant Spanish program is now an essential component in any college’s attempt to produce truly global citizens.

In order to address this need, the Department of Modern Languages and Literatures at John Jay College of Criminal Justice proposes to offer a Bachelor of Arts degree in Spanish. The new Spanish major offers unique opportunities for students to develop linguistic skills to communicate in Spanish at the advanced level and satisfy the demands of work situations; knowledge of the cultural, social, political, and economic development of the regions and communities of Spain and Latin America; values of respect and concern for other cultures and peoples; as well as the skills they need to work and succeed in today’s culturally diverse and interconnected world.

The new program is designed to be flexible and diverse in order to meet the needs of students with varying interests and career goals. It prepares students for immediate professional entry into a broad range of career fields in government, international relations, international business, media, and social services, as well as entrance into graduate programs (MA or Ph.D.) in Spanish and other fields. Students will progress through a core of required courses, be guided by faculty in choosing between two concentrations (one on Interpretation and Translation; the second on Spanish and Latin American Literatures and Cultures), and have a rigorous liberal-arts training by honing critical thinking and writing skills. Graduates of the major will be well-prepared in the specific competencies required by employers seeking to hire individuals with superior proficiency in Spanish and skilled at interpreting and contextualizing language through linguistic and cultural study as well as be prepared to excel in graduate study.

As a Hispanic Serving Institution, John Jay’s proposed Spanish major will provide exceptional opportunities for our many students who are heritage speakers to fashion careers from their language skills. It will also augment John Jay’s liberal arts curriculum overall, add richness and depth to the academic culture of the institution, and strengthen the critical intent of its justice mission.

B. Purpose and Goals of the Program

1. Purpose

In its mission statement, John Jay College of Criminal Justice, City University of New York, envisions a “liberal arts curriculum” that “equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors” and “professional programs” that “introduce students to

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2 http://quickfacts.census.gov/qfd/states/36/3651000.html
foundational and newly emerging fields and prepare them for advancement within their chosen professions."

To support this mission, the Modern Languages and Literatures Department proposes a new, innovative major in Spanish. The new Spanish major is designed to serve the needs of those students for whom a linguistic preparation in Spanish and a thorough knowledge of the Ibero-American/Hispanic world, its peoples, and its cultural, political and social history will further their educational and professional development. Students will progress through a core of required courses, be guided by faculty in choosing between two concentrations: one on Interpretation and Translation, the second in Spanish and Latin American Literatures and Cultures, and have rigorous liberal-arts training by honing critical thinking and writing skills.

With well over 35 million Spanish speakers in the United States, and with over 40% of the population growth being among the Hispanic people, the stage is set for an enormous increase in Spanish usage in the United States. Spanish usage will only increase as the Hispanic population of the United States triple by 2050, according to projections released by the Pew Research Center. Furthermore, the Bureau of the Census projected that by 2060, 31% of the population in the United States will have Hispanic roots. Within the New York Metropolitan Statistical Area 19.8 percent of the population, or 3,506,711 people, speak Spanish. Both the growing importance of knowledge of Spanish in the United States and John Jay’s identification by the US Department of Education as a Hispanic Serving Institution, with 41% of the undergraduate students identifying as Hispanic/Latino, makes a compelling case for the College to add to its list of degrees a Bachelor of Arts in Spanish. The new major in Spanish is a key college experience to open doors to economic and educational advancement among students with different interests and backgrounds, particularly among those who are to some degree bilingual in English and Spanish. Moreover, by providing students who are heritage speakers of Spanish the ability to fashion careers from their language skills, the new major in Spanish is expected to contribute to increased retention and graduation rates among the Hispanic population at John Jay College.

The new major in Spanish will enrich the College, the educational opportunities it affords its students, particularly the large Hispanic student community it serves, by providing valuable language acquisition that opens the doors to employment and promotion, by furthering cross-cultural understanding, and by enhancing through extra- and co-curricular activities the cultural experiences available to its students.

2. Educational Goals and Career Objectives

Worldwide recruiters agree that ten years from now it will be more important than ever to be at least bilingual. Seventy-nine percent of North American recruiters cited Spanish as the additional language most in demand by employers. It is therefore perhaps not surprising that the employment of Spanish majors is expanding significantly in corporate, government, and nonprofit sectors as the demand increases for individuals with linguistic preparation in Spanish, a solid knowledge of the complex and diverse Hispanic cultural world, and the skills to work and succeed in today's culturally diverse and interconnected world.

Our proposed new program is strongly positioned to provide our bilingual and non-bilingual students the broad foundational education and training in specific competencies sought by employers. By the end of their

7 http://quickfacts.census.gov/qfd/states/36/3651000.html.
8 See http://www.jjay.cuny.edu/Profile_of_Latino_Undergraduates_at_John_Jay_College.pdf
undergraduate careers, Spanish major students will be able to:

- speak in Spanish in an advanced level of proficiency based on the ACTFL\textsuperscript{10} rating guidelines;
- read in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
- listen in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
- write in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
- analyze and interpret works in a historical and cultural context, including the comparison of legal systems from a procedural and/or social justice standpoint.

Having bilingual fluency increases employment opportunities in virtually any given occupational field. In the field of foreign affairs, for example, the State Department is placing increased emphasis on language knowledge among its Foreign Service Officers. Spanish majors have a strong and growing presence in a wide range of federal government fields, including positions in Foreign Services, the International Communication Agency, the National Security Agency, the Federal Bureau of Investigation, Immigration and Naturalization Services, the Bureau of Narcotics, Department of Treasury, Foreign Claims Settlement Commission, Office of Economic Opportunity, and all levels of government in areas serving a large immigrant population. In addition, in the Federal government, the U.S. Armed Forces and the State Department are the entities that most frequently hire interpreters and/or translators. Other employers outside the Federal government include the United Nations, World Bank, International Monetary Fund, and the Organization of American States, among others. Furthermore, Spanish majors have been recognized for their importance to such fields as social service (law enforcement, welfare, health services, nursing, vocational counselor, case worker); arts, media, entertainment (advertising, journalism/broadcasting, publishing/editing), and Banking and Financial Services. The explosion of international business activity has led to a growing need for many banks to hire Spanish bilingual overseas representatives and international officers, and for domestic banks to hire similarly skilled staff to assist Spanish-speaking customers.

According to the National Association of Colleges and Employers (May 15, 2014), the top-paying liberal arts majors for 2014 graduates are foreign languages and literature with an average starting salary of $46,900.\textsuperscript{11} Similarly, a study by John Benson published in the Huffington Post (May 19, 2014) revealed that “People who speak a foreign language tend to make more money. Something like 3 percent on average regardless of the field, assuming they also speak English.”\textsuperscript{12} In addition, the U.S. Department of Labor recently projected a 42 percent increase in the availability of jobs in translation and interpretation, much higher than the 14 percent average overall projections.\textsuperscript{13} “Translators and interpreters are expected to be one of the 15 fastest growing occupations in the nation, according to the Department of Labor,” as reported by CNN Money (May 20, 2014).\textsuperscript{14} Students completing the Translation and Interpretation option of the major will be prepared to take different professional certification exams, depending on their desired area of expertise. They will be prepared to take the State and Federal legal interpreter certification exams, which are required to practice the profession at any level within the court system, as well as the American Translators Association (ATA) certification exam, which is “one of the industry’s most respected and recognized credentials.”\textsuperscript{15}

\textsuperscript{10} American Council on The Teaching of Foreign Languages.


\textsuperscript{12} http://www.huffingtonpost.com/2012/12/05/foreign-language-education-students-success_n_2244477.html

\textsuperscript{13} http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm


Data suggests that students graduating with a B.A. in Spanish have a variety of careers from which to choose. Those specializing in interpretation and translation, including those in private business, government and non-profit roles, in the New York Metropolitan area had a mean annual salary of $62,940 and the same area ranks among the highest in employment opportunities for translators and interpreters. Detective and criminal investigators with language skills, which include immigration officers and other law enforcement personnel at the local, state and federal levels, had a mean annual wage of $65,860. Further, according to data from December 2013, the unemployment rate for people with baccalaureate degrees in languages was only 3.1 percent, considerably less than half that of the population in general.

Need and Justification

1. Relationship to the Mission of the College

In its mission statement, one of the objectives of the College is a commitment to educating students to be “global citizens.” The strategic emphasis on global knowledge and skills relevant to transnational workforce adaptability coincides with the College’s closely considered decision to extend its liberal arts offerings and was recently applauded and encouraged by the Team Chair of our Middle States Reaccreditation Team, Robert Bogomolny, former president of the University of Baltimore. It also resonates within North American recruiters, who also put a significant emphasis on global skills.

According to the Korn/Ferry International Executive Recruiter Index, 88 percent of executive recruiters say the ability to speak more than one language is critical to international business success. Seventy-nine percent of North American recruiters cited Spanish as the additional language most in demand by employers. Tom Birmingham, Korn/Ferry’s managing director of global accounts, asserted that “an employee who can navigate a foreign environment with ease will probably be both happier and more productive than one who cannot. From a business standpoint, speaking another person’s native language helps win trust. ... Global companies look at people who have global skills. And the ability to speak other languages, especially Spanish, is a global skill.” Birmingham concluded: “If you see yourself doing work internationally or going into banking or trade or any other business where you’ll travel, you’ll take Spanish more seriously.” However, Birmingham is quick to point out that Spanish-speaking ability is also important within the U.S. “It’s not just California and Texas anymore,” he says. As an increasing number of Spanish-speaking people seek employment throughout the country, this “translates into job opportunities for bilingual managers and supervisors” as well as “customer service” personnel in everything from department store clerks to government offices. According to the Society for Human Resource Management, up to 20 percent of those employed at call centers are bilingual and the starting salaries for bilingual employees are generally higher than for those in the same positions but without bilingual skills.17

The proposal for a B.A. degree in Spanish has been designed to meet the needs of North American recruiters while furthering the College’s commitment to “global citizens” envisioned by the mission of the College. Toward this end, the Spanish program intends to provide students with both effective linguistic communication skills and intercultural awareness so that they become proficient in interpreting and conveying messages accurately in a culturally appropriate way. The promotion of critical thinking will also be at the forefront of this program, as intercultural and inter-linguistic mediation often comes hand in hand with ethical conflicts (advocacy vs. neutrality of the translator/interpreter being the most relevant). Through the study and

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16 See http://www.bls.gov/oes/current/oes273091.htm
acquisition of linguistic and cultural fluency, students in the Spanish major will be able to better understand the complexities of the world around them and interact positively with that environment in their own professional lives. A solid command of Spanish as well as knowledge of the cultural, social, political, and economic specificities of the regions and communities of Spain and Latin America have become crucial for employment success. A vibrant Spanish program is now an essential component in any College’s attempt to produce truly global citizens.

C. Student Interest and Enrollment

A major in Spanish provides students with Spanish language skills useful in many professional occupations while developing within students an enriched view of the world around them, including the multicultural environment in the greater New York City metropolitan area. With its emphases on speech, writing, creative and analytical thought, and research, the Spanish degree prepares students for most professional schools, including business, government, and health services, as well as for graduate studies in Spanish. Students may also combine the Spanish major with other majors to prepare for broadened career opportunities where knowledge of Spanish and the Hispanic world is essential.

Unlike other modern languages such as French and German, whose enrollments have dropped significantly, Spanish has seen a steady increase in college enrollment over the past decades. Although in 1960 modern languages other than Spanish (excluding Latin and Greek) were 58% more popular than Spanish, by 2006 Spanish became the most studied modern language. This shift took place in the mid-1990s, when Spanish overtook French and German as the most popular language. Furthermore, with a 10.2% rise in enrollment from 2002-2006, Spanish is far out-pacing French and German with their 2.2% and 3.5% respective increases. Moreover, the ratio of introductory to advanced enrollment in French and German, the second and third most popular languages, hover around 4:1, whereas Spanish sits at 5:1. Overall, it is easy to see the importance that Spanish has assumed at the college level.

There is every reason to believe that Spanish will be a popular major at John Jay College. Internally, enrollment in the new Spanish minor has steadily increased from zero in 2010 to 20 in 2011, 41 in 2012, and 60 in 2013. New certificate programs in Interpretation and Translation initially enrolled 18 students in its first semester of operation and increased in the next year to 30. Further 41 percent of full-time John Jay students are of Hispanic heritage. This is a large potential population of people who may wish to hone their language skills through either a major or supplementary study in Spanish. Moreover, in the Fall 2014 semester, we conducted an informal survey of students in a number of Spanish classes to ascertain the level of interest in a Spanish major. The survey results confirmed our expectation of substantial student interest in the proposed major. Overall, nearly 7% of students surveyed in upper level courses indicated they “would consider” majoring in Spanish. More than 18% of lower level students taking the required core SPA 101 and 102 courses

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18 The breakdown of the top five foreign languages learned in 2006 is as follows:
Spanish: 822,985 students;
French: 206,426 students;
German: 94,264 students;
Italian: 78,368 students.


20 CUNY Office of Institutional Research and Assessment, Current CUNY Data Book by Subject (http://www.cuny.edu/irdbook/rpts2_AY_current/ENRL_0032_RACE_GEN_UG.rpt.pdf).
did so, as well. This shows a wide appreciation among our students of the value of a Spanish major for their future career opportunities. We expect these survey numbers to translate into substantial enrollments in the new Spanish major.

Our estimate for enrollment of students in the major is presented in the following table:

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These projections are based in part on John Jay’s 75% one-year retention rate and an average College graduation rate of 21%. We believe that the above figures are somewhat conservative.

D. Admission Requirements

All entering freshmen applicants at John Jay College of Criminal Justice are considered for admission based on their high school academic average, academic units, SAT or ACT scores, and/or GED scores. A diploma from an accredited high school, an equivalency diploma, or a diploma from a United States Armed Forces Institute is required for entrance to the College. A high school certificate or an Individualized Education Program (IEP) diploma is not acceptable.

Entry into the Spanish major requires successful completion of the beginning sequence (SPA 101 and SPA 102); or placement test results indicating an equivalent level of Spanish language comprehension.

E. Curriculum

1. The Major

The major consists of a minimum of 36 credit hours of work. In addition to the specific course requirements indicated below for Option A (Translation and Interpretation) and Option B (Spanish and Latin American Literatures and Cultures), the following requirements apply to both options:

- All courses used for the major must be taught primarily in the Spanish language except for the POR 201 and FRE 201 electives.
- No credit hours taken at the 100-level may be counted toward the major.

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21 These projections are based on John Jay College’s one-year retention rate of 75% (according to the most recent data available from the fall 2008 entering class). In the fifth year, program graduates program are considered in the projections at a 21% rate which is the College average over the five most recent years.
Required Core Courses (12 credit hours)

1. Language Practice (9 credit hours)
   SPA 201 – Intermediate Spanish I (3 hours, 3 credits); or SPA 211 - Intermediate Spanish I for Heritage Students
   SPA 202 – Intermediate Spanish II (3 hours, 3 credits); or SPA 212 - Intermediate Spanish II for Heritage Students
   SPA 215 —Conversation and Composition in Spanish (3 hours; 3 credits)

2. Career Emphasis (3 credits)
   SPA 2XX – Spanish for the Professional (3 hours; 3 credits); or
   SPA 250 – Spanish for Criminal Justice (3 hours, 3 credits),

Option A—Translation and Interpretation

Required Courses (18 credit hours)

   SPA 230 – Translating I (3 hours, 3 credits)
   SPA 231 – Interpreting I (3 hours, 3 credits)
   SPA 330 – Translating II (3 hours, 3 credits)
   SPA 333 – Interpreting II (3 hours, 3 credits)
   SPA 340 – Legal Interpreting I (3 hours, 3 credits)
   SPA 435 – Legal Translating I (3 hours, 3 credits)

Electives (6 credit hours)

   SPA 3XX – Textual Conventions and Editing in Spanish (3 hours, 3 credits)
   SPA 3XX – Translating III: Specialized Translation (3 hours; 3 credits)
   SPA 440 – Legal Interpreting II (3 hours, 3 credits)
   SPA 4XX – Internship in Interpreting/Translation (3 hours, 3 credits)
   SPA 321— Spanish Literature I (3 hours; 3 credits)
   SPA 322—Spanish Literature II (3 hours; 3 credits)
   SPA 331—Latin–American Literature I (3 hours; 3 credits); OR
   SPA 332—Latin–American Literature II (3 hours; 3 credits)
   SPA 309 —The Theme of Justice in 20th-century Spanish Literature (3 hours; 3 credits)
   SPA 336 —Themes of Justice in Latin American Literature and Film (3 hours; 3 credits)

Option B—Spanish and Latin American Literatures and Cultures

Required Courses (12 credit hours)

1. One 300-level Introduction to Spanish Literature course:
   • SPA 321— Spanish Literature I (3 hours; 3 credits); OR
   • SPA 322— Spanish Literature II (3 hours; 3 credits)

2. One 300-level Introduction to Latin American Literature course:
   • SPA 331—Latin–American Literature I (3 hours; 3 credits); OR
   • SPA 332—Latin–American Literature II (3 hours; 3 credits)

3. One 300-level The Theme of Justice through Literature and/or Film course:
Electives

SPA 309 — The Theme of Justice in 20th-century Spanish Literature (3 hours; 3 credits); OR
SPA 336 — Themes of Justice in Latin American Literature and Film (3 hours; 3 credits)

4. One 400-level course:
SPA 401 — Contemporary Issues in Hispanic Literature (3 hours; 3 credits)

Electives (12 credit hours)

- SPA 320 — Latin-American Theatre Taller de Teatro/Theatre Workshop (3 hours; 3 credits)
- SPA 380 — Advanced Selected Topics in Spanish (3 hours; 3 credits)
- SPA 3XX — The African Legacy in Latin America Through Literature and Films (3 hours; 3 credits)
- SPA 3XX — Hispanic Film (3 hours; 3 credits)
- SPA 3XX — Violence Against Women in the Spanish-Speaking World (3 hours; 3 credits)
- SPA 3XX — Gay, Lesbian and Transgender Issues in Spanish Literature and Film (3 hours; 3 credits)
- POR 201 — Intermediate Portuguese I (3 hours, 3 credits)
- FRE 201 — Intermediate French I (3 hours, 3 credits)
- SPA 230 — Translating I (3 hours, 3 credits)
- SPA 231 — Interpreting I (3 hours, 3 credits)

*NOTE — A semester of study abroad in a Spanish-speaking university, approved by the student’s advisor and department chair, may substitute for up to fifteen (15) credit hours toward the major.

Common to all Spanish majors, SPA 201 or SPA 211; SPA 202 or SPA 212; and SPA 2XX — Spanish Conversation and Composition will enable students to achieve a higher level of proficiency in their listening, speaking, writing and reading skills. In addition, the required Career Emphasis courses (SPA 2XX — Spanish for the Professional or SPA 250 — Spanish for Criminal Justice) will guarantee cross-cultural competency by promoting an applied context whereas students can practice their Spanish language skills. While SPA 2XX — Spanish for the Professional allows students to focus on their application of the Spanish language into various professions including medical, legal, or business, SPA 250 — Spanish for Criminal Justice complements the students’ develop of linguistic skills with learning of cultural aspects and specific vocabulary pertaining the field of criminal justice. Both courses focus heavily on engaging students in real-world scenarios (individualized vocabulary and projects, community outreach activities, etc.) and relevant contexts for skill development. After progressing through this core of required courses, students will be guided by faculty in choosing between two concentrations: one on Interpretation and Translation; the second on Spanish and Latin American Literatures and Cultures.

Interpretation is the process by which oral communication is rendered from one language to another. The original is spoken, and the rendition is delivered in another spoken language. Translation is the process by which written text is rendered from one language into another. The original is in written form, and the translation into the other language is also produced in written form. The Interpretation and Translation Option provides students with a combination of core theories that frame the professions as well as a progressive introduction into the practice of the professional fields. Translation and Interpreting require the development of many pre-skills which can be trained separately: text comprehension and analysis, information retrieval
skills, terminology and corpus management, public speaking, verbal agility, note taking, etc. Students start the program taking *Interpreting I and Translating I*, courses that aim at developing individual skills or solving particular translation or interpretation problems, and then work gradually toward recreating actual translation/interpreting situations. The second step will be for students to develop proficiency in community interpreting and translation (*Translating II, Interpreting II*). In these courses students learn consecutive interpreting and sight translation skills, vocabulary research, intercultural issues, situational ethics, analysis of the interpreting and translating process and error analysis. Ultimately, courses in legal translation and interpretation (*Legal Interpreting I, Legal Translating*) assure the integration of the development of practical skills and in-depth knowledge of the legal field. The organization and sequencing of the courses in this track are designed to build skills logically, introduce increasingly challenging material and ensure that the students’ practical exercises are complemented with more in-depth knowledge of comparative law, legal processes and legal terminology. In addition, *Interpretation and Translation Option* opens up the students’ possibilities for including two three credit hours electives. These elective credits can be fulfilled either with Translation and/or Interpretation courses (such as *SPA 3XX – Textual Conventions and Editing in Spanish, SPA 3XX – Translating III: Specialized Translation; SPA 440 - Legal Interpreting II or SPA 4XX– Internship in Interpreting/Translation*) or with certain courses from the Spanish and Latin American Literatures and Cultures option.

Students start the *Spanish and Latin American Literatures and Cultures* option with an introduction in both Peninsular Spanish (*SPA 321 or SPA 322*) and Latin American literatures and cultures (*SPA 331 or SPA 332*), as well as with a course offering an overview of how the theme of justice is present in Spanish or Latin American literature and/or film. Through the critical analysis of a wide range of cultural artifacts, including a variety of literary texts (essays, poems, short-stories, novels, etc.) and diverse media (e.g., documentaries, TV programs, films), students confront and identify the historical, social, economic, and political circumstances that both impact and shape these cultural artifacts, addressing at the same time questions of race, ethnicity, gender, class, colonialism, and globalization. Furthermore, through the writing of shorter papers and a longer research paper as well as oral presentations and discussions students will be able to actively develop listening, reading, speaking, and writing skills. Building upon the knowledge gained in these two courses, the second step will be for students to select four elective courses to assure the integration of the linguistic skills acquired and in-depth knowledge of Spanish and Latin American literary and cultural matters. In addition, some of the electives allow students to develop intermediate-level knowledge of Portuguese and French, languages that also belong to the Latin American world, or become acquainted with the fields of Translation and Interpretation. Ultimately, the 400-level course will provide majors with an opportunity to conduct significant research on a Latin American or Spanish cultural theme that interests them. As in the other track, the organization and sequencing of the courses in the *Spanish and Latin American Literatures and Cultures* option are designed to build skills logically, introducing increasingly challenging material. This sequence will allow students to plot both Spain’s and Latin America’s cognitive maps in themselves and in relation to broader historical, social, economic and political arenas.

2. **Comparison With Other CUNY Programs:**

Eight CUNY colleges offer baccalaureate majors in Spanish. Of these, only Hunter College offers a major in Translation and Interpretation. Given the demand for translators and interpreters, and the projected increase in demand as indicated in section 2 of this proposal, a single CUNY program is clearly not able to address the need for bilingual translators and interpreters in the New York Metropolitan area. Further, our track in Translation and Interpretation offers a specialization in legal translation and interpretation envisioned. This makes the Translation and Interpretation option of the proposed major unique among CUNY institutions.
All of the programs currently in existence have been built around the traditional foci of language and literature. Brooklyn College offers a more specialized track in Spanish for Business while the College of Staten Island offers a track in Spanish “with an Adolescence Education sequence (Track 2) that prepares students for teacher certification for grades 7-12.” The John Jay proposal differs from these traditional programs in that it builds on the College’s established reputation as a leader in the field of criminal justice to focus not only on language acquisition, but to offer a strong background in cultural studies focusing on justice and diversity issues current in Spanish-speaking countries and in approaching these topics from a less traditional study of literature, with an emphasis on cultural studies.

3. **Current descriptions of the baccalaureate programs in Spanish offered by the eight CUNY colleges, as taken from their web sites**

<table>
<thead>
<tr>
<th>College</th>
<th>Focus of Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baruch College</td>
<td>“The Spanish courses of the Department of Modern Languages and Comparative Literature are designed to give students oral and written fluency in the language and to impart knowledge of the literatures of Spain and Latin America.”</td>
</tr>
<tr>
<td>Brooklyn College</td>
<td>“As a Spanish major at Brooklyn College, you have the option of taking one of two tracks: a traditional one that examines the language and literature of Spain and Latin America, and one that is geared toward students interested in business.”</td>
</tr>
<tr>
<td>City College</td>
<td>“Literature and Linguistics Concentrations.”</td>
</tr>
<tr>
<td>College of Staten Island</td>
<td>“The department offers a major in Spanish (Track 1) and a major in Spanish with an Adolescence Education sequence (Track 2) that prepares students for teacher certification for grades 7-12.”</td>
</tr>
<tr>
<td>Hunter College</td>
<td>Spanish and Latin American Literature</td>
</tr>
<tr>
<td>Lehman College</td>
<td>Language courses; one course each in Peninsular Spanish and Latin American literature.</td>
</tr>
<tr>
<td>Queens College</td>
<td>“The program of instruction in the department of Hispanic Languages and Literatures seeks, through the achievement of an accurate reading knowledge, adequate aural comprehension, and conversational proficiency, to prepare students to understand and appreciate the language, literature, and culture of the Spanish-speaking world. Upon completion of the basic courses, students are expected to have a thorough, practical command of Spanish, including an ability to understand more fully the culture or cultures which that language reflects.”</td>
</tr>
<tr>
<td>York College</td>
<td>“Students may prepare for careers in Childhood Education 1-6 with Bilingual Extension; and Adolescence Education 7-12. Spanish majors can also design a program that will allow them to pursue careers in public service and business.”</td>
</tr>
</tbody>
</table>

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22 LaGuardia Community College offers an Associate Degree in Spanish Translation.
Currently there are seven full-time faculty in the Department of Modern Languages and Literatures. These, along with their areas of expertise, are listed below. All of these faculty have offered courses that will count toward the major in Spanish. Because the major builds on existing strengths in the Department, only a minor readjustment in current teaching schedules will be needed to accommodate a normal rotation of required and elective courses for the major. The Department is confident that with seven full-time participating faculty it will be able to support the major along with its other general education commitments.

The current listing of full-time faculty in the department included the following:

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Rank</th>
<th>Academic Degree and Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silvia G. Dapía, Chair</td>
<td>Professor (tenured)</td>
<td>Ph.D., University of Cologne, Germany — Twentieth Century and Contemporary Latin American Literature, Southern Cone Literature, Cultural Studies, Comparative Literature.</td>
</tr>
<tr>
<td>Aída Martínez-Gómez Gómez</td>
<td>Assistant Professor (tenure track)</td>
<td>Ph.D., University of Alicante, Spain — Translation and Interpretation Studies, specializing in court and legal fields.</td>
</tr>
<tr>
<td>Daria Montero-Paulson</td>
<td>Associate Professor (tenured)</td>
<td>Ph.D., University of Pennsylvania — Peninsular Spanish Literature and Culture, Women’s Studies.</td>
</tr>
<tr>
<td>Raúl Romero</td>
<td>Lecturer (tenured)</td>
<td>Masters of Arts, The Graduate School and University Center, CUNY — Latin American and Spanish Film, Gender Studies, Women’s Studies.</td>
</tr>
<tr>
<td>María Julia Rossi</td>
<td>Assistant Professor (tenure track)</td>
<td>Ph.D., University of Pittsburgh — Translation Studies, Genetic Criticism and Archival Research, Latin American Studies, Cultural Studies.</td>
</tr>
<tr>
<td>Raúl Rubio</td>
<td>Associate Professor (tenure track)</td>
<td>Ph.D., Tulane University — Latin American Literature, Cuban Studies, and Cultural Studies.</td>
</tr>
<tr>
<td>Liliana Soto-Fernández</td>
<td>Assistant Professor (tenured)</td>
<td>Ph.D., The Graduate School and University Center, CUNY — Peninsular Spanish Literature and Culture, Cuban Studies.</td>
</tr>
</tbody>
</table>

G. Cost Assessment

1. Library

a. To obtain information on library resources we consulted Maria Kiriakova, the Collection Development Librarian, and Maureen Richards, the Digital Resources Librarian. In general, it appears that the John Jay College library is relatively well prepared to provide basic resources but will need to add materials to support upper level courses (see budget below).

In addition to the campus collections, students have access to the free and unmediated CLICS system to borrow books directly from almost all CUNY libraries, as well as the Ebrary and Netlibrary electronic book collections.

The John Jay library also subscribes to over 100 databases, some of which are of particular value to the Spanish major. For instance, Jstor and several Ebsco scholarly journal databases, including
Academic Search Complete let you limit search results to those in the Spanish language. Also, Ethnic Newswatch and Lexis Nexis Academic provide access to the full text of newspapers, magazines, journals and other resources in English and Spanish. Finally, Gale Artemis Literary Resources (which includes Literature Resource Center and MLA International Bibliography) allows you to limit your results to Spanish. Moreover, some of these resources also allow users to set the interface in Spanish. Students have unlimited remote access to these databases and all electronic journals.

The Library’s electronic serial holdings currently include over 40,000 serial titles from major publishers of material related to the Spanish major. SFX/link resolving software connects full text to most database indexes, and federated searching software enables cross-database searching. Finally, the library’s reference collections include some encyclopedias and dictionaries relevant to the Spanish major in both electronic and print formats.

These resources would need to be complemented with a number of monographs, literary works and specialized monolingual and bilingual dictionaries which will be of particular use for students in advanced courses in the major, and which are not available from any of the CUNY Libraries. Examples of these materials are handbooks and theoretical works on different specializations within Translation Studies, Spanish collocations dictionaries and manuals of style, and subject-specific Spanish and English-Spanish dictionaries, among others. The budget allocation for library resources will also be used to obtain electronic access to Spanish-language scholarly and news databases, such as Dialnet, EBSCOhost en Español, and Referencia Latina, to name only a few.

2. Faculty

There are no additional faculty costs associated with this major since there are no new positions required. The seven full-time faculty in time will be able to cover all courses required for the major.

3. Major Coordination

Each major at the college has a major coordinator. Beginning in fall 2011, major coordinators receive one or more course releases per year to carry out their duties, depending on the number of students enrolled in the major. Given our predictions, the initial cost of major coordination for the Spanish major will be approximately $5,991.65 annually (the cost of replacing the faculty member in the classroom for one course), contingent upon the final number of students.

4. Major Advisement

The major will be advised by faculty in the department. The cost of major advisement will not be specific to the Spanish major but to overall enrollments. In the new advisement plan, the College will use a model based on actual enrollment numbers to calculate faculty release time for advisement in the major; therefore, the students’ selection of majors will not influence overall advisement cost.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Resources</td>
<td>$5,000.00</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Major Coordinator (Calculated at)</td>
<td>$5,816.09</td>
<td>$5,991.65</td>
<td>$6,171.20</td>
<td>$6,356.07</td>
<td>$6,546.26</td>
</tr>
</tbody>
</table>
H. Program Assessment

John Jay College has a five-year cycle of curricular review of programs and majors. The Department of Modern Languages and Literatures will continue to participate in that assessment program as is currently scheduled, adding the major to its current assessment of its minors and its certificate programs.

1. Program Learning Outcomes

By the end of their undergraduate careers, Spanish major students will be able to:

- speak in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
- read in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
- listen in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
- write in Spanish in an advanced level of proficiency based on the ACTFL rating guidelines;
- analyze and interpret works in a historical and cultural context, including the comparison of legal systems from a procedural and/or social justice standpoint.

2. Assessment Plan

The Department has an established plan for assessing its minors and certificate programs which it will adapt for use in assessing the major. To assess individual courses the Department obtains data each semester from pre-tests and post-tests administered in its courses. To provide consistent data from year to year we use the same format of pre- and post-tests to identify student progress rates in the five learning outcomes that current best practices use for language courses: speaking, listening, writing, reading, and cultural knowledge. Faculty are asked to administer a standard pre-test during the first week of each semester. The final exam from the previous semester is used as the pre-test for each succeeding semester with the final exam in each semester serving as the post-test. The test is scored using a specified set of rubrics developed by the Department. The rubrics and answer keys are common to each section of the same course.

In addition to this pre- and post-test method, the Department tracks persistence rates and completions rates for those who enroll in its minors and certificates and will do the same for its major. Once the major is approved and implemented, successful job placement rates and rates of success on standardized professional examinations will be added to the list of program assessment tools.

3. Use of Assessment Information
The data obtained from each year’s review process will be discussed by the faculty at a regularly scheduled faculty meeting at the beginning of the subsequent academic year and decisions taken then about any adjustments will be made during that academic year. The department Curriculum Committee will be charged with making any necessary adjustments.
## Appendix A

### Existing Spanish Courses

(All courses are 3 hours, 3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 101 Introductory Spanish I</td>
<td>A basic course in the Spanish language with an emphasis on oral and written communication, reading, vocabulary, and the customs and culture of Spanish-speaking countries.</td>
</tr>
<tr>
<td>SPA 102 Introductory Spanish II</td>
<td>This course will enable the student to speak, comprehend, read and write Spanish on a basic level. Students who take SPA 101 cannot fulfill the 6-credit language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112 or an intermediate level course to satisfy the BA/BS degree requirements. Prerequisite: SPA 101 or placement examination.</td>
</tr>
<tr>
<td>SPA 111 Introductory Spanish I for Heritage Students</td>
<td>This is a basic course in the Spanish language with an emphasis on oral and written communication, reading, listening, and the culture of Spanish-speaking countries. Note: Open only to heritage students. Students who take SPA 101 cannot fulfill the foreign language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112. Prerequisite: Placement exam.</td>
</tr>
<tr>
<td>SPA 112 Introductory Spanish II for Heritage Students</td>
<td>The second half of introductory Spanish continues emphasis on the four language skills (listening, reading, speaking, and writing) essential to communicative language learning with a focus on the cultural diversity of the Spanish-speaking world. Prerequisite: SPA 111 or placement examination. Note: Open only to heritage students.</td>
</tr>
<tr>
<td>SPA 115 Practical Spanish I</td>
<td>Basic principles of a beginner’s course (monolingual track) geared toward law enforcement personnel. It is designed to give the foundation for understanding, speaking, reading and writing the target language. Special emphasis on vocabulary and linguistic structures necessary to policing and related professions.</td>
</tr>
<tr>
<td>SPA 116 Practical Spanish II</td>
<td>The second half of a beginner’s course for law enforcement personnel. Completes the grammar and vocabulary of Spanish 115, as necessary to policing and related professions. Prerequisite: SPA 115 or permission of the instructor.</td>
</tr>
<tr>
<td>SPA 201 Intermediate Spanish I</td>
<td>An intermediate-level course in the Spanish language to increase proficiency in the language skills (listening, reading, speaking, writing and culture) essential to communicative language learning. Prerequisites: ENG 101, and SPA 102 or placement exam.</td>
</tr>
<tr>
<td>SPA 202 Intermediate Spanish II</td>
<td>The second part of an intermediate-level course in the Spanish language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture) essential to communicative</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>SPA 211</td>
<td>Intermediate Spanish I for Heritage Students</td>
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<tr>
<td>SPA 212</td>
<td>Intermediate Spanish II for Heritage Students</td>
</tr>
<tr>
<td>SPA 230</td>
<td>Translating I</td>
</tr>
<tr>
<td>SPA 231</td>
<td>Interpreting I</td>
</tr>
<tr>
<td>SPA 250</td>
<td>Spanish for Criminal Investigation</td>
</tr>
<tr>
<td>SPA 309</td>
<td>The Theme of Justice in 20th-century Spanish Literature</td>
</tr>
</tbody>
</table>
| SPA 320     | Latin-American Theatre Taller de                 | The theory and practice of dramatic production in Latin American and of the Spanish-speaking groups within the U.S., with special emphasis on popular and socially-committed theatre. Reading and
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 321</td>
<td>Spanish Literature I</td>
<td>The development of Spanish literature, with special emphasis on major literary movements through selected readings of representative authors and genres. The beginnings (11th century) to 1700. Prerequisites: ENG 201, and SPA 202 or 212 or placement exam.</td>
<td>ENG 201, and SPA 202 or 212 or placement exam.</td>
</tr>
<tr>
<td>SPA 322</td>
<td>Spanish Literature II</td>
<td>The development of Spanish literature, with special emphasis on major literary movements through selected readings of representative authors and genres, from 1700 to the present. Prerequisites: ENG 201, and SPA 202 or 212 or placement exam.</td>
<td>ENG 201, and SPA 202 or 212 or placement exam.</td>
</tr>
<tr>
<td>SPA 330</td>
<td>Translating II</td>
<td>This course reviews and reinforces translation techniques and problem-solving strategies acquired in previous courses, which will be applied to specialized texts in the legal, medical, business and technical fields. Different types or genres of specialized texts will be covered, and special emphasis will be made on their linguistic, textual and discursive conventions. The main resources for translators in each specific field will also be reviewed and assessed. Prerequisites: ENG 201, SPA 230, SPA 231, and SPA 250.</td>
<td>SPA 201, SPA 202 or 212 or placement exam.</td>
</tr>
<tr>
<td>SPA 331</td>
<td>Latin–American Literature I</td>
<td>The development of Latin-American literature, with special emphasis on major literary movements through selected readings. From discovery and conquest to the 19th century. Prerequisites: ENG 201 and SPA 202 or 212 or placement exam.</td>
<td>SPA 201, and SPA 202 or 212 or placement exam.</td>
</tr>
<tr>
<td>SPA 332</td>
<td>Latin–American Literature II</td>
<td>Study of the development of Latin-American literature, with special emphasis on major literary movements through selected readings of the modern period. Prerequisites: ENG 201 and SPA 202 or 212 or placement exam.</td>
<td>SPA 201, and SPA 202 or 212 or placement exam.</td>
</tr>
<tr>
<td>SPA 333</td>
<td>Interpretation II</td>
<td>This is an intermediate course designed to develop interpreting proficiency for education, medical, and legal settings. Topics covered include consecutive interpreting and sight translation skills, glossary building, code of ethics, analysis and assessment of interpreting performance. This course has a lecture component but the majority of the time is used in developing accurate interpreting skills through practice and analysis. Prerequisites: ENG 201, SPA 231, SPA 230 and SPA 250.</td>
<td>SPA 201, SPA 231, SPA 230 and SPA 250.</td>
</tr>
<tr>
<td>SPA 336</td>
<td>Themes of Justice in Latin-American Literature and Film</td>
<td>How do post-authoritarian and post-dictatorial regimes deal with legacies of violence and human rights abuses? How do they address the demands for justice that arise after systematic mass atrocities? Should we remember or forget past atrocities? This course seeks to answer these questions as they apply to Latin-American societies by exploring these themes in literature, film, various other texts, and elements of popular culture such as the construction of memorials and public spaces. Prerequisite: ENG 201 and SPA 202 or 212 or placement exam.</td>
<td>SPA 201, and SPA 202 or 212 or placement exam.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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<tr>
<td>SPA 340</td>
<td>Legal Interpreting I</td>
<td>Interpreting is recognized as a complex cognitive task that requires bilingual and bicultural competence. Interpreting in legal settings further requires the acquisition of highly specialized knowledge relating to the law, legal language and discourses. This course will introduce students to the contextual knowledge needed to operate in diverse legal settings (courtroom, police), covering different court proceedings such as arraignments, preliminary hearings and pretrial motions. It also provides practice in simultaneous and consecutive interpretation as well as sight translation based on diverse simulated courtroom situations. Students will attend appropriate civil, criminal, and/or family court proceedings. Prerequisites: ENG 201, SPA 230, SPA 231 and SPA 250.</td>
<td></td>
</tr>
<tr>
<td>SPA 401</td>
<td>Contemporary Issues in Hispanic Literature</td>
<td>Analytical study of contemporary philosophical, political, and social issues as reflected in the writings of such modern authors of Spain and Latin America as Unamuno, Ortega y Gasset, Lorca, Asturias, Neruda, and Octavio Paz. Prerequisites: Any 300-level literature course of the Spanish Major</td>
<td></td>
</tr>
<tr>
<td>SPA 435</td>
<td>Legal Translating I</td>
<td>The aim of this course is to provide its students with the knowledge and skills they need to translate legal texts. Students are introduced to the terminology, syntax, and stylistics of legal texts. This course provides also an introduction to the principles of comparative law. Particular attention is given to translations in business law (contracts), family law (marriage certificates, divorce decrees), and inheritance law (wills). Prerequisites: ENG 201, SPA 330 and SPA 333.</td>
<td></td>
</tr>
<tr>
<td>SPA 440</td>
<td>Legal Interpreting II</td>
<td>Legal Interpreting II is a course designed to further improve interpretation skills, accuracy and speed in all modes of interpretation. Modules of terminology related to court proceedings and criminology will be reviewed and expanded and new advanced terminology related to computer forensics will be introduced. The pace of interpreting will be faster and the exercises and assignments in this course contain more complex legal terminology. The training is hands-on with actual court documents, transcripts and sample recordings for practice. Prerequisites: ENG 201, SPA 333 and SPA 340.</td>
<td></td>
</tr>
</tbody>
</table>
# Appendix B

## New Course Descriptions

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 2xx — Spanish Composition and Conversation (3 hours; 3 credits)</td>
<td>Spanish Composition and Conversation is designed to promote written and oral fluency through listening, reading, writing and speaking. The course will focus on language through structure in the context of short target language documentaries, reading and writing short stories and presentations. This course presumes a basic knowledge of language fundamentals that will permit students to function at an intermediate high level. Grammatical structures will be reviewed and re-tested in the context of writing and speaking. Prerequisites: SPA 202 or SPA 212, and ENG 102.</td>
</tr>
<tr>
<td>SPA 2XX-Specialized Spanish for the Professional</td>
<td>This course expands Spanish-language proficiency at the Intermediate-Advanced level. The course provides written and oral practice through hands-on real-life activities that engage in expanding language and cultural competency in order to be successful in the professional workplace. Focus is placed on the development of business and legal communication skills and intercultural competency needed for a wide variety of fields, including law, public service, advocacy, and human services. Prerequisites: ENG 101, and SPA 202 or SPA 212 or placement exam.</td>
</tr>
<tr>
<td>SPA 3xx — Translating III: Specialized Translation (3 hours; 3 credits)</td>
<td>This course will familiarize students with a variety of translation areas of expertise: economic, scientific, technical, audiovisual and literary. Extensive use of terminological and textual resources appropriate for each specialization will be promoted. Students will build on previously acquired translation strategies in order to devise approaches to cope with more advanced translation problems. They will be introduced to computer assisted translation tools and will also learn the dynamics of translation project management. Prerequisites: SPA 330 and ENG 201.</td>
</tr>
<tr>
<td>SPA 3xx — Textual Conventions and Editing in Spanish (3 hours; 3 credits)</td>
<td>This course is designed to develop skills for comprehension and analysis of written and spoken texts and techniques to improve their production. During the first part of the course, students will learn to predict and recognize the structure of texts according to genre and to identify discursive and pragmatic cues related to main and secondary ideas, including mechanisms of coherence and cohesion. During the second part of the course, students will become familiar with the fundamentals of copyediting and proofreading, the most common issues encountered in the different stages of the editing process and the resources professional editors use to solve and correct them. Prerequisites: ENG 201, SPA 230, SPA 231, and SPA 250.</td>
</tr>
<tr>
<td>SPA 4xx — Internship in Translation (100 hours; 3 credits)</td>
<td>This course will allow students to apply the knowledge acquired and skills developed in previous Translation courses in professional settings. Internships will be arranged to afford students valuable practical experiences and the opportunity to observe and interact with professional translators and editors in their workplace. Prerequisites: SPA 330 and ENG 201.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3 credits)</td>
<td></td>
</tr>
<tr>
<td>SPA 4zz — Internship in Interpretation (100 hours; 3 credits)</td>
<td></td>
</tr>
<tr>
<td>SPA 3xx — The African Legacy in Latin America Through Literature and Films (3 hours; 3 credits)</td>
<td></td>
</tr>
<tr>
<td>SPA 3xx — Hispanic Film (3 hours; 3 credits)</td>
<td></td>
</tr>
<tr>
<td>SPA 3xx — Violence Against Women in the Spanish-Speaking World (3 hours; 3 credits)</td>
<td></td>
</tr>
<tr>
<td>SPA 3xx — Gay, Lesbian and Transgender Issues in Spanish Literature</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>and Film (3 hours; 3 credits)</td>
<td>America and Spain; differences of race and class among lesbians, gays and transgender people in these countries; evolving ways of thinking about sexuality; and the impact of globalization on gender and the construction of sexual identities. The course is taught in Spanish. Prerequisites: ENG 201, and SPA 202 or 212 or placement exam.</td>
</tr>
<tr>
<td>SPA 380 — Advanced Selected Topics in Spanish (3 hours; 3 credits)</td>
<td>The course will study a significant topic of interest in the field to be chosen by the instructor. The course may be repeated for credit as long as the topic is not repeated. The course is taught in Spanish. Prerequisites: ENG 201; SPA 202 or SPA 212 or placement exam.</td>
</tr>
</tbody>
</table>
Appendix C

New Course Syllabi – Available on Request

Appendix D

NYSED Forms – see Program of Study below

[ADDITIONAL FORMS TO BE ADDED]

Appendix E

Letters of Support

[TO BE ADDED]
Table 1a: Undergraduate Program Schedule

- Indicate academic calendar type: _X_Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Check course classification(s)</th>
<th>Term: Spring 1</th>
<th>Check course classification(s)</th>
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</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
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<td>Maj</td>
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<tr>
<td>Req Core: ENG 101 English Comp I</td>
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<td></td>
</tr>
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<td>Req Core: MAT 105 College Algebra</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>Col Option: Justice Core First Year Seminar</td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>Flex Core: World Cultures – SPA 101 or SPA 111</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Flex Core: Creative Expression</td>
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<tr>
<td>Term credit total: 15</td>
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<tr>
<td>Course Number &amp; Title</td>
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<td>LAS</td>
<td>Maj</td>
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<tr>
<td>SPA 201 or 211 Intermediate Spanish I</td>
<td>3</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Flex Core: Scientific World</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Flex Core: Individual &amp; Society</td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>Elective or minor</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Elective or minor</td>
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<td>X</td>
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</tr>
<tr>
<td>Term credit total: 15</td>
<td>15</td>
<td>3</td>
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</tr>
<tr>
<td>Term: Fall 3</td>
<td>Course Number &amp; Title</td>
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<td>SPA 250 Spanish for Criminal Investigation</td>
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<td></td>
<td>SPA 230 Written Translation</td>
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<td></td>
<td>SPA 231 Interpreting I</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Col Option: Justice Core 300-level SPA 308 Theme of Justice in 20th C Spanish Lit</td>
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<td>Elective or Minor</td>
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<td></td>
<td>Term credit total</td>
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</tr>
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<td>Term: Spring 3</td>
<td>Course Number &amp; Title</td>
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<td>LAS</td>
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<td>SPA 330 Translating II</td>
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<td></td>
<td>SPA 333 Interpreting II</td>
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<td>X</td>
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<td></td>
<td>SPA 215 Conversation &amp; Composition in Spanish</td>
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<td>SPA 340 Legal Interpreting I</td>
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</tr>
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<td>Term: Spring 4</td>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
</tr>
<tr>
<td></td>
<td>SPA 435 Legal Translating</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>SPA 4XX Internship in Translation/Interpret</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Elective or Minor</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective or Minor</td>
<td>3</td>
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<tr>
<td></td>
<td>Elective or Minor</td>
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</tr>
<tr>
<td></td>
<td>Term credit total</td>
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<td>12</td>
</tr>
</tbody>
</table>

**Program Totals:**
- **Credits:** 120
- **Liberal Arts & Sciences:** 111
- **Major:** 36
- **Elective & Other:** 42

Cr: credits  
LAS: [liberal arts & sciences](#)  
Maj: major requirement  
New: new course  
Prerequisite(s): list prerequisite(s) for the noted courses
Appendix F

DRAFT Articulation Agreement with Borough of Manhattan Community College
THE CITY UNIVERSITY OF NEW YORK
ARTICULATION AGREEMENT BETWEEN
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
AND
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

A. SENDING AND RECEIVING INSTITUTIONS

**Sending Institution:** Borough of Manhattan Community College

**Department:** Modern Languages

**Program:** Liberal Arts

**Degree:** Associate of Arts

**Receiving Institution:** John Jay College of Criminal Justice

**Department:** Modern Languages and Literature

**Program:** Spanish

**Degree:** Bachelor of Arts

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

Minimum GPA- 2.0 overall

To gain admission to John Jay College, students must be skill certified, meaning:

- Have earned a grade of ‘C’ or better in a credit-bearing mathematics course of at least 3 credits
- Have earned a grade of ‘C’ or better in freshmen composition, its equivalent, or a higher-level English course

Total transfer credits granted toward the baccalaureate degree: **60 credits**

Total additional credits required at the senior college to complete baccalaureate degree: **60 credits**
### C. COURSE-TO-COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

<table>
<thead>
<tr>
<th>Borough of Manhattan Community College</th>
<th>John Jay College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number &amp; Title</strong></td>
<td><strong>Course Number &amp; Title</strong></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>Awarded</strong></td>
</tr>
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<td>-----------------</td>
</tr>
<tr>
<td><strong>BMCC General Education Requirements</strong></td>
<td></td>
</tr>
<tr>
<td><strong>English Composition: 6 credits</strong></td>
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</tr>
<tr>
<td>ENG 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 201 Introduction to Literature</td>
<td>3</td>
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<tr>
<td><strong>Mathematical and Quantitative Reasoning: 3 credits</strong></td>
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</tr>
<tr>
<td>Any MAT course that satisfies the Pathways general education requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Life and Physical Sciences: 3 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Choose one:</td>
<td></td>
</tr>
<tr>
<td>- AST 109 Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>- BIO 109 General Biology</td>
<td></td>
</tr>
<tr>
<td>- CHE 109 Concepts on Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>- PHY 109 General Physics Experiments</td>
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</tr>
<tr>
<td><strong>Flexible: 18 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Select one course from each of the five following areas AND one additional course from any flexible core category. Note: Student can select only two courses from any one discipline:</td>
<td>15</td>
</tr>
<tr>
<td>- World Cultures and Global Issues</td>
<td></td>
</tr>
<tr>
<td>- US Experience in its Diversity</td>
<td></td>
</tr>
<tr>
<td>- Creative Expression</td>
<td></td>
</tr>
<tr>
<td>- Individual and Society</td>
<td></td>
</tr>
<tr>
<td>- Scientific World</td>
<td></td>
</tr>
<tr>
<td><strong>Recommended 6th Flexible Core course for future JJC Spanish transfers:</strong></td>
<td>3</td>
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</table>
### Program Core: 30 credits

<table>
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<tr>
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<tr>
<td>Health Education elective</td>
<td>2-3</td>
<td>JJC equivalent or blanket credit</td>
</tr>
<tr>
<td>SPN 210 Spanish IV</td>
<td>3</td>
<td>SPA 202 Intermediate Spanish II Satisfies Communications requirement of John Jay’s College Option</td>
</tr>
<tr>
<td>Literature elective: SPN 4xx, Choose any 400-level SPN course</td>
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<td>These three credits apply toward the Electives area of Concentration A or B.</td>
</tr>
<tr>
<td>Social Science electives:</td>
<td>6</td>
<td>JJC equivalent or blanket credit</td>
</tr>
<tr>
<td>SSA101 Cultural Anthropology</td>
<td>3</td>
<td>ANT 101 Introduction to Cultural Anthropology</td>
</tr>
<tr>
<td>SSE105 International Economics</td>
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<td>ECO 245 International Eco</td>
</tr>
<tr>
<td>SSH105 World History from Ancient Times to 1500</td>
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<td>HIS 203 The Ancient World</td>
</tr>
<tr>
<td>SSH106 World History from 1500 to the Present</td>
<td></td>
<td>HIS 205 The Modern World</td>
</tr>
<tr>
<td>SSP200 Global Politics</td>
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<td>POL 260 International Relations</td>
</tr>
<tr>
<td>SSH231 Afro-American History</td>
<td></td>
<td>AAH 211 African American</td>
</tr>
<tr>
<td>SSH232 Survey of Latin American and Caribbean History</td>
<td></td>
<td>PLH 166 History of the Caribbean Islands</td>
</tr>
<tr>
<td>SSS100 Introduction to Sociology</td>
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<td>Liberal Arts Elective</td>
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<tr>
<td>Subtotal</td>
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</table>
### D. SENIOR COLLEGE COURSES REMAINING FOR BACCALAUREATE DEGREE

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

**General Education Requirements (from JJC “College Option”)**

- One 300-level Justice Core course from *Struggles for Justice in the U.S.* or *Justice in Global Perspectives*  
  Credits: 3
- One course from *Learning from the Past or Communications* [Satisfied by SPN 210 at BMCC]  
  Credits: 0
- Total Gen Ed at JJC  
  Credits: 3

**Remaining Requirements in Major**

**Required Core Courses, 12 credits (minus 6 taken at BMCC)**

1. Language Practice (9 credits):
   - SPA 201 – Intermediate Spanish I; or SPA 211 – Intermediate Spanish I for Heritage Students  
     [Satisfied by SPN 200 at BMCC]  
     Credits: 3
   - SPA 202 – Intermediate Spanish II; or SPA 212 – Intermediate Spanish II for Heritage Students  
     [Satisfied by SPN 210 at BMCC]  
   - SPA 215 —Conversation and Composition in Spanish  
   Credits: 3

2. Career Emphasis (3 credits)
   - SPA 2XX – Spanish for the Professional; or  
   - SPA 250 – Spanish for Criminal Justice  
   Credits: 3

- Subtotal  
  Credits: 6

**Concentration A – Translation and Interpretation**

- Required Courses (18 credit hours):
  - SPA 230 – Translating I  
  Credits: 18
<table>
<thead>
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<tbody>
<tr>
<td>SPA 231</td>
<td>Interpreting I</td>
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<td>SPA 330</td>
<td>Translating II</td>
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<td>SPA 333</td>
<td>Interpreting II</td>
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<td>SPA 340</td>
<td>Legal Interpreting I</td>
</tr>
<tr>
<td>SPA 435</td>
<td>Legal Translating I</td>
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<tr>
<td></td>
<td>Electives (3 credit hours – choose one course):</td>
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<tr>
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<td>SPA 3XX – Textual Conventions and Editing in Spanish</td>
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<tr>
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<td>SPA 3XX – Translating III: Specialized Translation</td>
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<td>SPA 440 – Legal Interpreting II</td>
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<td>SPA 4XX – Internship in Interpreting/Translation</td>
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<td>SPA 321— Introduction to Spanish Literature I</td>
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<td>SPA 322—Introduction to Spanish Literature II</td>
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<td>SPA 331—Introduction to Latin–American Literature I; OR</td>
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<td></td>
<td>SPA 332—Introduction to Latin–American Literature II</td>
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<tr>
<td></td>
<td>SPA 308 —The Theme of Justice in 20th-century Spanish Literature</td>
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<td></td>
<td>SPA 335 —Themes of Justice in Latin American Literature and Film</td>
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</tbody>
</table>

Subtotal 24

| Concentration B – Spanish and Latin American Literatures and Cultures |

Required Courses (12 Credit Hours):

5. One 300-level Introduction to Spanish Literature course:
   - SPA 321—Introduction to Spanish Literature I; OR
   - SPA 322—Introduction to Spanish Literature II

6. One 300-level Introduction to Latin American Literature course:
   - SPA 331—Introduction to Latin–American Literature I; OR
   - SPA 332—Introduction to Latin–American Literature II

7. One 300-level The Theme of Justice through Literature and/or Film course:
   - SPA 308 —The Theme of Justice in 20th-century Spanish Literature; OR
   - SPA 335 —Themes of Justice in Latin American Literature and Film

8. One 400-level course:
### SPA 401 — Contemporary Issues in Hispanic Literature

<table>
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<th>Electives (12 Credit Hours)</th>
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<td>SPA 320 — Latin-American Theatre Taller de Teatro/Theatre Workshop</td>
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<tr>
<td>SPA 380 — Advanced Selected Topics in Spanish</td>
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</tr>
<tr>
<td>SPA 3XX — Behind the Palm Trees: Rebellion, Revolution, and Betrayal</td>
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</tr>
<tr>
<td>SPA 3XX — Latin American Film</td>
<td></td>
</tr>
<tr>
<td>SPA 3XX — Violence Against Women in the Spanish-Speaking World</td>
<td></td>
</tr>
<tr>
<td>SPA 3XX — Gay, Lesbian and Transgender Issues in Spanish Lit and Film</td>
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</tr>
<tr>
<td>POR 201 — Intermediate Portuguese I</td>
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</tr>
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<td>FRE 201 — Intermediate French I</td>
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<tr>
<td>SPA 230 — Translating I</td>
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<tr>
<td>SPA 231 — Interpreting I</td>
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</table>

**Subtotal** 24

**Free electives** 27

**Total credits at John Jay** 60

---

**John Jay General Education Requirements** 3

**Remaining Core Requirements in Major** 30

**John Jay Electives** 27

**Total Credits to be earned at John Jay College:** 60

**Total Credits to be earned at BMCC:** 60

**Total Credits required for B.A. degree:** 120
E. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURES

1. Procedures for reviewing, updating, modifying or terminating agreement:

Borough of Manhattan Community College faculty and John Jay College faculty will review and analyze the strength of the curriculum and the success of students on an annual basis as part of their annual assessment activities. Modifications will be made as required.

Changes

Neither party may change this agreement unilaterally. Proposed changes in policies or curricula by either party must be communicated in writing to the other party and agreed upon in consultation with relevant officials, including faculty, of each institution. Any changes agreed upon must be signed, dated, and attached to this agreement.

Notice of Cancellation

Either party may independently cancel this agreement by notifying the other party no less than one academic year before the intended date of cancellation.

2. Procedures for evaluating agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:

The CUNY Institutional Research Database will be used to track performance (in terms of credit accumulation and GPA) and persistence (in terms of retention and graduation) of all Kingsborough Community College students who transfer to CUNY Senior Colleges.

3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer adviser, websites, etc.:

Borough of Manhattan Community College and John Jay College will collaborate in publicizing this agreement on their websites and in their catalogs. They will share brochures and other marketing materials including web-based promotions. Transfer advisors will be made aware of this agreement and will have available all necessary materials to publicize the agreement to the students with whom they work.
Effective Date: Fall 2015

BOROUGH OF MANHATTAN COMMUNITY  JOHN JAY COLLEGE OF

COLLEGE  CRIMINAL JUSTICE

________________________________  ________________________________
Maria Enrico, Ph.D.     Silvia Dapia, Ph.D.
Chairperson, Modern Languages  Professor and Chairperson
Borough of Manhattan Community College  Modern Languages
John Jay College of Criminal Justice

________________________________  ________________________________
Karrin E. Wilks Ph.D.     Jane Bowers, Ph.D.,
Senior Vice President for Academic Affairs  Provost and Senior Vice President for
Borough of Manhattan Community College  Academic Affairs
John Jay College of Criminal Justice
To: Allison Pease, Interim Dean of Undergraduate Studies, and Kathy Killoran, Executive Academic Director of Undergraduate Studies

SUBJECT: Online BS in Security Management Transfer Program

The Department of Security, Fire, and Emergency Management proposes adding the online format to our currently offered B.S. in Security Management. This program will be specifically offered as a degree completion program for students already in possession of an A.A./A.S. degree. All of the content for the degree completion program will be delivered in an online format. The curriculum offered will be the same as our current B.S. in Security Management degree. To earn a bachelor’s degree these students will still need to complete at least 120 credits.

A.A./A.S. graduates of security management programs will likely have sufficient SEC 100-200 level classes that align with our program. Accordingly, the admitted students will be required to take a minimum of nine (9) upper division 300-400 level SEC classes in the major.

For those A.A./A.S. graduates, majoring in other fields, some foundational courses in Security Management may be required in addition to the upper division 300-400 level security classes that they need to take in the major. If the students are missing the necessary 100-200 level classes, our department already offers these in an online format:

SEC 101 Introduction to Security
SEC 210 Methods of Security
SEC 211 Security Management
SEC/CSCI 270 Security of Computers and Their Data

Internship

The BS in Security Management requires those students who do not currently work in security or law enforcement to complete a 3-credit internship as part of the program. This requirement will extend to the online degree completion program as well. The department will work with students to identify appropriate placement sites and will collaborate with the Center for Career and Professional Development that has an online management system for student internships. The system is used to track students who are taking internships, fieldwork hours completed, and collect site supervisor evaluations. The system will be easily adaptable to serve the online students in this program.
General Education

A.A. / A.S. graduates enrolled in the online B.S. in Security Management Transfer Program must also complete 6 credits of the College Option in our general education program just like any other transfer student with an Associate’s Degree. John Jay requires these students to complete one 300-level Justice Core course and a course in either Learning from the Past or Communications. Many transfer students arrive at John Jay with a course that can satisfy one of the latter categories. Particularly, all students are required to take one 300 Level Justice course. The College offers two Justice Core 300-level courses online currently: LIT 327 and HIS 320. The History and English Departments have agreed to offer HIS 320 and LIT 327 online for the B.S. in Security Management Transfer Program. We would welcome other departments who would like to participate.

Students are also required to take either one “Communications” or “Learning from the Past” course. Often, students with A.A./A.S. degrees bring in a “Communications” course. In the event that they do not have a such a course, students can take the following “Learning from the Past” course which is offered online: HIS 127 Microhistories. The History Department currently offers this course online and has agreed to do so for this program.

Elective Credit

Students will have to earn at least 120 credits overall to complete their baccalaureate degree. Students may come with varying amounts of transfer credits but will need to complete some amount of liberal arts and sciences elective credits to reach 120. Luckily, the College offers numerous liberal arts courses online for students to complete the 120 credit requirement.

Rationale

The New York metropolitan region has no online program dedicated to Security Management. The Department of Security, Fire Science and Emergency Management has had numerous requests for an online undergraduate degree in Security Management. There is unmet demand in this discipline. John Jay College, with its pedigree and exceptional practitioner base, could be a major player in this academic endeavor, fulfilling a need that already exists. Indeed, John Jay College will enter the national and international security market as a leading institution by offering the proposed online transfer degree of the existing B.S. program in Security Management. The online B.S. program in Security Management will allow John Jay College to attract exceptional students nationally and internationally to join a community of scholars and practitioners. There will be a steady and continuous stream of undergraduate students to support program operations.

The online transfer program shall also serve as a “feeder” program into John Jay College’s newly launched M.S. in Security Management - the College’s first, fully only graduate degree. In addition, the transfer program will identify a new body of student-practitioners who will engage and encounter the many programs and offerings of the Center for Private Security and Safety - the professional, continuing education arm of the Department of Security, Fire and Emergency Management.

A core component of John Jay College’s current 2010-2014 Master Plan is to “foster integrative learning and link individual course learning goals and syllabi to overall curricula and learning goals.” Consistent with this institutional commitment, the online B.S. in Security Management Transfer Program is subject to the same outcomes assessment processes as its on-campus
counterpart. In fact, the online B.S. in Security Management Transfer Program is developed with the same standards as the on-campus Bachelor’s program in Security Management and is subject to the same program evaluation requirements for conducting ongoing assessments of instruction and learning outcomes. The learning outcomes, goals, and objectives of the B.S. in Security Management online transfer program are consistent with those applicable to the classroom-based B.S. in Security Management. At the course level, the courses were designed based on the learning objectives in our outcome assessment map as well as on distance education professional standards for assessments, learning resources, and learner engagement.

The following 13 online course shells were developed for the transfer program:

1. SEC 310 Emergency Planning
2. SEC 315 Private Security and the Law (Required Core)
3. SEC 320 Private Security: Trends and Movements (Required Core)
4. SEC 323 Private Security and Homeland Defense
5. SEC 327 Risk and Vulnerability Analysis
6. SEC 342 Energy Industry Security
7. SEC 344 Executive and Event Protection
8. SEC 346 Retail and Commercial Security
9. SEC 348 Security and Safety for Financial Institutions
10. SEC 350 Security in Art Museums and Cultural Institutions
11. SEC 352 Security Investigations and Consulting
12. SEC 378 Internship in Security Management (Required Internship)
13. SEC 405 Seminar in Security Problems (Required Sr Seminar)

Like the on-campus B.S. in Security Management, students will be able to contact advisors. In the online transfer program, students will be able to contact the program advisor via Blackboard applications, email, and phone.

The proposed online transfer program conforms to the educational mission of John Jay College of Criminal Justice and the requirements and guidelines specified in our college-wide distance education policy.

Kind regards,

Maria

Dr. Marie-Helen Maras
Associate Professor, John Jay College of Criminal Justice
Deputy Chair for Security, Department of Security, Fire and Emergency Management
445 W. 59th Street, North Hall, Room 3405
New York, NY 10019
T: 212-621-4168
Email: mmaras@jjay.cuny.edu

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014

1 The faculty member teaching the internship course (SEC 378) will work with the Center for Career & Professional Development in identifying viable private and public agencies for internships in the geographic areas where students are located.
SECURITY MANAGEMENT – CURRENT UG Bulletin 2014-15
(Bachelor of Science)

The major in Security Management concentrates on the analysis of security vulnerabilities and the administration of programs designed to reduce losses in public institutions and private corporations. The program prepares students for careers as managers, consultants and entrepreneurs.

Learning Outcomes. Students will:

- Critique and evaluate the origins and current structure of security management within corporations, not-for-profit institutions, and the government.
- Discern and differentiate concepts of situational crime prevention, rational choice theory, and criminological tenets to understanding crime and to evolving countermeasures for the control of loss and disorder.
- Weigh and assess common areas of occupational proficiency for security executives: data protection, emergency planning and response, homeland defense, and legal liability.
- Discover and apply tools to be effective in achieving those goals, particularly in areas where current practices are deficient, such as information protection, security technology, legal justice, and safety services.
- Develop, support, and enhance writing and verbal communications skills through relevant classroom assignments.

Credits required. 39

Prerequisites. ECO 101 and SOC 101. SOC 101 can fulfill the College’s general education requirements in the Flexible Core: Individual and Society area.

Coordinator. Professor Marie Helen Maras, Department of Security, Fire and Emergency Management (212.621.4168, mmaras@jjay.cuny.edu)

Additional Information. Students enrolled for the first time at the College in September 2013 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2012-13 Undergraduate Bulletin at http://www.jjay.cuny.edu/academics/654.php.

PART ONE. CORE COURSES

Credits: 18

Required
SEC 101 Introduction to Security
SEC 210 Methods of Security
SEC 211 Security Management
SEC 270/CSCI 270 Security of Computers and Their Data
SEC 315 Private Security and the Law
SEC 320 Private Security: Trends and Movements

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
PART TWO. SECURITY APPLICATIONS Credits: 15

Category A. Security and Risk Management
Select three courses.

FIS 106 Safety Engineering
FIS 104 Risk Management
SEC 310 Emergency Management
SEC 323 Private Security and Homeland Defense
SEC 327 Risk and Vulnerability Analysis
SEC 3XX Security Risk and Technology

Category B. Industrial, Commercial, Retail
Select two courses

ENG 325 Writing for Management, Business and Public Administration
SEC 342 Energy Industry Security
SEC 344 Executive and Event Protection
SEC 346 Retail and Commercial Security
SEC 348 Security and Safety for Financial Institutions
SEC 350 Security in Art Museums and Cultural Institutions
SEC 352 Security Investigations and Consulting

PART THREE. Internship Credits: 3
Required
SEC 378 Security Management Internship*

Note: Students who are currently employed in law enforcement or security may be exempt from this requirement, contact the major coordinator for evaluation.

PART FOUR. SENIOR SEMINAR Credits: 3
Required
SEC 405 Seminar in Security Problems

TOTAL CREDITS REQUIRED FOR THE MAJOR: 39
Table 1a: Sample Undergraduate Program Schedule

- Indicate academic calendar type: _X_Semester _Quarter _Trimester _Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

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<td>Second Session (8 weeks)</td>
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<tr>
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<tr>
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<tr>
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<td>3 3</td>
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<tr>
<td>Second Session (8 weeks)</td>
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<td>Second Session (8 weeks)</td>
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</tr>
<tr>
<td>SEC 378 Security Management Internship</td>
<td>3 3 SEC 210, SEC 211</td>
<td>SEC 405 Seminar in Security Problems</td>
<td>3 3 Major in Sec Mgmt, senior stand or perm</td>
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<tr>
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Cr: credits LAS: liberal arts & sciences Maj: major requirement New: new course Prerequisite(s): list prerequisite(s) for the noted courses

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
Application to Add the Distance Education Format to a Registered Program

Name of Institution: John Jay College of Criminal Justice, City University of New York

CEO or Designee: Jane Bowers, Ph.D., Provost

Signature: Date:

The signature of the institutional representative indicates the institution’s commitment to support the proposed distance education program.

Distance Education Contact Person: Anne Lopes, Dr. phil., Associate Provost for Strategic Initiatives and Dean of Graduate Studies

Telephone: 212-237-8423  Fax: 

E-mail: alopess@jjay.cuny.edu

Program Title: Security Management  Program Code: 86378

Degree or Certificate Awarded: BS  HEGIS Code: 2105.00

Anticipated enrollment in distance program: 305

Initial: 60  Maximum by year 3: 265

Term length (in weeks) for the distance program: 8 weeks

(Is this the same as term length for classroom program?): No

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

(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

One hour and 15 minutes of instructional time is required per week per credit for each distance education course, (3 hours and 45 minutes for a three credit course).

What proportion or percentage of the program will be offered in Distance Education format? 100%

What is the maximum number of students who would be enrolled in an online course section? 25
Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.

We submit this proposal seeking authorization to offer our Bachelor of Science in Security Management program in the 100% online format. The B.S. in Security Management program is an existing residential program at John Jay College of Criminal Justice.

II. LEARNING DESIGN

1. How does your institution ensure that the same academic standards and requirements are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

Our institution requires consistent standards and requirements for all our academic programs regardless of their delivery methods. The B.S. in Security Management online transfer program will come under our existing structure for academic program governance to ensure consistency, integrity, quality and rigor. The program will conform to all stated institution policies regarding its educational mission and implement requirements and guidelines specified in any new institution-wide online education policy. In addition, the program will abide by all designated and promulgated CUNY policies that address and guide distance education and will be implemented according to our college-wide distance education policy.

The B.S. in Security Management program requires a total of 39 credits in course requirements, including 18 credits of core courses, 15 credits of security application courses, 3 credits of an internship course, and a 3 credit senior seminar course. Appendix A includes an overview of the curriculum of the program. Students that have completed their Associate of Arts or Associate of Science at another college or community college can transfer to John Jay College to complete the transfer program and receive their B.S. in Security Management. Specifically, the department seeks to offer students, already in possession of an AA/AS degree, a degree completion program in the discipline of Security Management. All of the content for the degree completion program will be delivered in an online format. Since AA/AS graduates of security management programs will already have had sufficient SEC 100-200 level classes, the admitted students will enroll in a designated curriculum consisting of nine (9) upper division 300-400 level classes for the degree completion. For those students, majoring in other fields, some foundational courses in Security Management may be required before full admission into the program. Case by case determinations will be made and a specific program of study will be communicated to the student.

2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows timely completion of requirements?

The curriculum of the B.S. in Security Management online transfer program is derived from the existing B.S. in Security Management. We plan to offer at least one online section of each required course each year and at least one online section of each elective course every other year. Full time students are expected to complete the B.S. in Security Management online transfer program in a two-year sequence while part-time students may complete the program within three to four years. We will continuously evaluate the course needs of our students based on enrollment and advisement reports and add additional course sections as needed.
3. How do faculty ensure that the technological tools used in the program are appropriate for the content and intended learning outcomes?

The faculty in the Department of Security, Fire and Emergency Management are very experienced in online instruction. We have established a comprehensive and structured course development and faculty training protocol. Faculty in the B.S. in Security Management online transfer program have either taken or are scheduled to take an intensive training on online teaching offered by our learning management system administrators and by CUNY’s School of Professional Studies, and many of the faculty have previously taught fully or blended online courses. During the training process for online teaching, these faculty members were introduced to various technological tools that could be used in online teaching. Moreover, the college maintains a faculty peer review process, along with a student-based assessment process, to reinforce the quality of instruction.

4. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

The B.S. in Security Management online transfer program will be designed to foster interaction between faculty and students through the implementation of various tools, processes, and pedagogy. All courses in the online program will be designed to be learner-centered, to recognize the needs of the specific student population, to accommodate various learning styles, and to facilitate interaction and collaboration.

Our course development and evaluation processes are structured to ensure appropriate level of interactions based on the best practices and principles in the field of distance education. Our faculty will design various learning activities and assignments that encourage interactions between faculty and students. For instance, discussion forum activities will be developed for students to demonstrate their knowledge of the subject matter, to receive feedback, and to get new ideas from both the course instructor and peer learners. In addition, we will consider implementing virtual classroom tools (Blackboard Collaborative Suite) so faculty and students can have virtual real-time interactions that allow timely feedback, visual cues, and conversation comparable to those in traditional classroom environments.

5. How do faculty teaching online courses verify that students are doing their own work?

Our existing policies on student identity and privacy apply to all students, including students enrolled in distance education programs. Our Blackboard and other computer systems are secure and reliable to verify the identity and ensure the privacy of our students. The class size of the B.S. in Security Management online transfer program is expected to be relatively small, and the courses are designed to be writing-intensive and interactive. Our faculty of the program will communicate with their students through multiple modes of communication, including Blackboard, emails, online video conferencing, and phone. The intensity of interactions will contribute to a high assurance level of student identification verification in this online program.

6. For programs that prepare candidates for teacher or educational leadership certification:

Explain how the required field/student teaching/practicum/internship experiences meet requirements for the selection of cooperating teachers (licensed/certified in the certification areas of candidates); college faculty
supervision and assessment of candidates; and collaboration between the faculty supervisor and cooperating teacher in assessing the candidate within the goals and objectives of the program and the State Learning Standards.

Not Applicable.

III. OUTCOMES AND ASSESSMENT

1. Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

A core component of John Jay College’s current 2010-2014 Master Plan is to “foster integrative learning and link individual course learning goals and syllabi to overall curricula and learning goals”. Consistent with our institutional commitment, the B.S. in Security Management online transfer program is subject to the same outcome assessment processes as its on-campus counterpart. The learning outcomes, goals, and objectives of the B.S. in Security Management online program are similar to those applicable to the classroom-based B.S. in Security Management.

The following are the specific goals of the B.S. in Security Management online program:

1. Critique and evaluate the origins and current structure of security management within corporations, not-for-profit institutions, and the government.
2. Discern and differentiate concepts of situational crime prevention, rational choice theory, and criminological tenets to understanding crime and to evolving countermeasures for the control of loss and disorder.
4. Discover and apply tools to be effective in achieving those goals, particularly in areas where current practices are deficient, such as information protection, security technology, legal justice, and safety services.
5. Develop, support, and enhance writing and verbal communications skills through relevant classroom assignments.

Appendix B is the program curriculum map that shows how each course matches to the program learning goals.

2. Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

At the course level, we will design our courses based on the learning objectives in our outcome assessment map as well as on distance education professional standards for assessments, learning resources, and learner engagement.

In our online courses, we will clearly state the learning objectives of each course in course documents (such as in the syllabi) so learners can focus their efforts in alignment with course assessment goals. In addition, our course documents will include specifications of the evaluation
methods, criteria, and weight for various assignments. Typical course-level assessments include quizzes, mid-term and final examinations, papers, online discussions, presentations, and projects.

The systematically designed assessments in our B.S. in Security Management online transfer program will allow the faculty to determine the efficacy of our course and program design for students in this program. We will regularly evaluate our program offerings in order to ensure that our assessment approaches are appropriate to the evolving learning environments. Moreover, our instructional designers and program administrators will engage in ongoing professional development on learning assessment and evaluation and will work closely with our program faculty to implement the latest assessment approaches in distance education as appropriate to the online program offerings.

IV. PROGRAM EVALUATION

1. What process is in place to monitor and evaluate the effectiveness of the distance learning program on a regular basis?

The B.S. in Security Management online transfer program is developed with the same standards as the on-campus Bachelor’s program in Security Management and is subject to the same program evaluation requirements for conducting ongoing assessments of instruction and learning outcomes. We also recognize inherent differences in the distance learning format and will conduct program evaluation for the inherently different aspects (e.g., distance learning technology) of the B.S. in Security Management online transfer program separately from the on-campus Bachelor’s program in Security Management.

Our B.S. in Security Management online transfer program will demonstrate its effectiveness in achieving the goals and expected outcomes through a systematic approach that encompasses course development, revision, program accreditation guidelines, quality standards and best practices, as well as training of faculty and support professionals. Consistent with our institution-wide requirements, we will systematically collect measures of student learning outcomes in our online courses; conduct regular student evaluations at the end of each course; collect feedback from all stakeholders (students, faculty, and staff) on their perceptions of the effectiveness of the B.S. in Security Management online transfer program. In addition, we will collect the graduation rate, time for completion, average GPA, and data from pre- and post-graduation surveys.

2. How will the evaluation results be used for continuous program improvement?

We will conduct systematic analysis of the data collected through the program evaluation process. At the program level, the faculty of the B.S. in Security Management program will meet regularly to review program evaluation results and recommend modifications to the program and its courses. At the course level, the faculty and our instructional design team will implement an internal evaluation process for all distance education courses under development.

The program faculty will collaborate with the instructional design team to review data analysis results, latest developments in content areas, and evolving best practices in distance education. Based on the review, instructors will revise their courses with support from the instructional design team before offering them to future students. This systematic evaluation and revision process ensures continuous improvement to this online program and brings the best possible quality education to the students enrolled in this program.
3. How will the evaluation process assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?

In compliance with Middle States guidelines, our institution has started to implement a comprehensive structure to measure student learning outcomes. We will conduct rigorous periodic reviews to ensure learning outcomes of the B.S. in Security Management program are appropriate to the rigor and breadth of the Bachelor’s degree. Student learning outcomes in each online course of this program will be measured and analyzed relative to the corresponding learning objectives. The B.S. in Security Management program faculty will meet regularly to review the various learning outcome data for the online program and, if needed, to make adjustments to the curriculum and program in order to ensure a rigorous learning experience for all students enrolled in this online program.
Appendix A. An Overview of the B.S. in Security Management Curriculum

**PART 1. CORE COURSES**

*Required*

- SEC 101 Introduction to Security
- SEC 210 Methods of Security
- SEC 211 Security Management
- SEC 270/MAT 270 Security of Computers and Their Data
- SEC 315 Private Security and the Law
- SEC 320 Private Security: Trends and Movements

**PART 2. SECURITY APPLICATIONS**

*Subtotal: 15 credits*

**Category A. Security and Risk Management**

*Select three courses*

- FIS 106 Safety Engineering
- SEC 104/FIS 104 Risk Management
- SEC 310 Emergency Planning
- SEC 323 Private Security and Homeland Defense
- SEC 327 Risk and Vulnerability Analysis

**Category B. Industrial, Commercial, Retail**

*Select two courses*

- ENG 235 Writing for Management, Business and Public Administration
- SEC 342 Energy Industry Security
- SEC 344 Executive and Event Protection
- SEC 346 Retail and Commercial Security
- SEC 348 Security and Safety for Financial Institutions
- SEC 350 Security in Art Museums and Cultural Institutions
- SEC 352 Security Investigations and Consulting

**PART 3. INTERNSHIP**

*Subtotal: 3 credits*

*Required*

- SEC 378 Internship in Security Management\(^1\)

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\(^1\) Note: Students who are currently employed in law enforcement or security may be exempt from this requirement, contact the major coordinator for evaluation.
PART 4. SENIOR SEMINAR

Subtotal: 3 credits

Required
SEC 405 Seminar in Security Problems

Total: 39 credits
### Appendix B. B.S. in Security Management Program Curriculum Map

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<th>Courses: Total credits: 39</th>
<th>Program Outcomes and Goals</th>
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<td>Critique and evaluate the origins and current structure of security management within corporations, not–for–profit institutions, and the government.</td>
<td>Discern and differentiate concepts of situational crime prevention, rational choice theory, and criminological tenets to understanding crime and to evolving countermeasures for the control of loss and disorder.</td>
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#### Core Courses: 18 credits

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<td>Safety Engineering</td>
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<td>Risk Management</td>
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<td>Emergency Planning</td>
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<td>SEC 323</td>
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<td>SEC 327</td>
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<td>ENG 235</td>
<td>Writing for Management, Business and Public Administration</td>
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<td>SEC 342</td>
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<td>Semester 2</td>
<td>Semester 3</td>
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<td>x</td>
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<td>x</td>
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<td>x</td>
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<td>x</td>
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Internship Course: 3 credits

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<th>Semester 3</th>
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<th>Semester 5</th>
<th>Semester 6</th>
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<tr>
<td>SEC 378</td>
<td>Internship in Security Management</td>
<td>x</td>
<td>x</td>
<td>x</td>
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Senior Seminar Course: 3 credits

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<th>Semester 2</th>
<th>Semester 3</th>
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<tr>
<td>SEC 405</td>
<td>Seminar in Security Problems</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tbody>
</table>
Explanation:

The Law Minor is the only minor at the college without a widely available, explicitly stated curriculum in the Undergraduate Bulletin and on the college website. This document seeks to correct that by creating a clear pathway for students to follow, including required courses that scaffold learning skills, and a list of electives stating which courses count toward the minor. Once adopted, this curriculum will be posted in all appropriate venues, including Degree Works.

Revised LAW Minor

Requirements:

- Credits Required: 18 (To receive a minor in Law all courses must have the course designation “LAW” or be cross-listed with LAW).
- No more than two courses of any major, minor or certificate program may overlap.
- Students must complete:
  - LAW 202 Law and Evidence
  - LAW 203 Constitutional Law
  - LAW 209 Criminal Law
  - LAW 301 Jurisprudence
  - LAW 401 Problems of Constitutional Development
  - 1 elective course with the “LAW” prefix (or cross-listed with LAW) at the 200-level or above
Bulletin Info for Revised Law Minor

**Description.** The law minor provides a thorough introduction to the legal system including lawmaking, litigation, basic legal research and legal interpretation and analysis. Students are encouraged to "think as lawyers do" in fact finding, analyzing and devising solutions to legal issues and in resolution of conflicts. Emphasis is placed on the ethical and practical considerations that influence the work of lawyers, prosecutors, judges and legislators, and on issues of constitutional law and criminal procedure. In addition, students will be introduced to the study of the theory and philosophy of law and the relationship between law and society. Issues to which special attention will be paid include the limits of law and the disobedience thereof, the nature of the judicial process, and the relations between law and personal morality and a comprehensive analysis of the rules of evidence.

**Rationale.** The Minor in Law affords the students with the understanding of the basic concepts of the legal procedures in the American Criminal Justice System. The courses are designed to help the students understand the foundations of the decision makers within the system, from the legislators, through law enforcement agencies, including the police, the courts, corrections, probation and parole agencies. The required courses are organized in a manner that will enable students to analyze and evaluate the constitutional relationship between the individual and government at the federal, state and local levels, with special attention to problems of law enforcement in the United States.

**Learning Outcomes. Students will:**

- Begin to use the language of law and be able to describe the operations of the legal system.
- Show a basic understanding of legal analysis, constitutional interpretation and conflict resolution.
- Discuss and analyze the ethical, practical and theoretical challenges, and limits of that underpin the American legal system.
- Discuss and describe the legal aspects and work of law enforcement organizations, the defense bar, lawmakers and the judiciary.
- Do basic research and advocacy and formulate, dissect and construct arguments.

**Faculty:**

The faculty for a minor in Law is drawn from the John Jay’s Department of Law, Police Science and Criminal Justice Administration, perhaps the largest and most comprehensive assemblage of criminal justice scholars and practicing professionals of any college in the world. Included in the faculty ranks are former as well as currently practicing prosecutors, public defenders and police officials, and top scholars in constitutional, criminal and evidentiary law.

**Minor Coordinator.** Professor Eugene O’Donnell, Department of Law, Police Science and Criminal Justice Administration (422T, 212.237.8388, eodonnell@jjay.cuny.edu).
Requirements: 18 credits are required. To receive a minor in Law all courses must have the course designation “LAW” (or be cross-listed with LAW). Only two courses can be shared between a major(s), minor(s), or certificate program.

PART ONE – REQUIRED COURSES 15 credits

LAW 202: Law and Evidence
LAW 203: Constitutional Law
LAW 209: Criminal Law
LAW 301: Jurisprudence
LAW 401: Problems of Constitutional Development

PART TWO: ELECTIVES: 3 credits

Select one.
LAW 204 Criminal Law of New York
LAW 206 The American Judiciary
LAW 212 The Criminal Process and the Criminal Procedure Law
LAW/COM 213 The Impact of the Mass Media on the Administration of Justice
LAW/POL 245 Immigration Law
LAW/POL 259 Comparative Criminal Justice Systems
LAW/ACC 264 Business Law
LAW/PHI 310 Ethics and Law
LAW/POL 313 The Law and Politics of Race Relations
LAW 320 Seminar in the Law of Search and Seizure
LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization
LAW 350 Introduction to Legal Research
LAW/PSY 370 Psychology and the Law
LAW/PAD 420 Contemporary Administration and the Judiciary

Total Credits Required for Minor: 18
To: Undergraduate Standards and Academic Standards Committee  
From: Mathematics & Computer Science Department  
Date: 10/2/2014

Re: Proposal to Revise the Computer Science Minor

This memo, approved by the Mathematics & Computer Science Department Curriculum Committee on September 10, 2014, outlines proposed changes to the Computer Science Minor.

Current Minor:
The existing minor is structured to provide a foundation in Computer Programming, followed by specialization in one of four categories: Networking, Office Systems, Security, or Computing Systems. To this end, a student enrolled in the minor must complete 18 credits (six courses) in computer courses offered by the Department of Mathematics and Computer Science. Two courses are required for all minors. Four additional courses must be selected in a particular specialization (Networking, Office Systems, Security and Computing Systems). A maximum of two courses can overlap with a student’s major, other minors or programs.

Proposal:
We propose to make a revision so as to allow students some choice in their selection of upper-level electives. In particular, we wish to change the phrase “Select four from one category” to “Select any four courses” in PART TWO ELECTIVES. We also wish to remove the second specialization (Office Systems) and add some other upper-level computer science courses in PART TWO ELECTIVES.

Rationale for Revision:
The current phrase “Select four from one category” in PART TWO ELECTIVES places unnecessary restrictions on what courses a student can select to meet the requirements of the Minor. While the specializations describe natural categories, there may be reasons to select combinations of upper-level courses besides those that are currently available. An individual student may have interests or career plans that make the current options inconvenient. In addition, the current computer science minor program includes Office Systems as the second specialization in PART TWO Electives. This specialization should be removed since it is just computer applications. There is little relationship between office systems and computer sciences. Recently, the math and computer science department has developed several new upper-level computer science courses that have wide applications. These courses would enhance students’ computer skills and should be added to our minor program.

It should be further noted that in this revised Computer Science minor program, students need not take all four courses in a given specialization. A student should consult with one of the Department’s computer science advisors in order to determine a specialization or set of four courses that supports the student’s career goals.

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
Current Bulletin Copy:

Computer Science

Minor

Rationale. Computers are the future. By learning to use a computer, students are securing their tomorrows. Good computer skills will build self-confidence and increase students’ marketability and competence in their chosen fields. Computers also allow users to work quickly and efficiently with data and information in a way that no other devices do.

Credits required. 18

Minor coordinator. Professor Shaobai Kan, Department of Mathematics and Computer Science (646.557.4866, skan@jjay.cuny.edu)

Advisor. Professor Peter Shenkin (212.237.8925, pshenkin@jjay.cuny.edu), Department of Mathematics and Computer Science

Requirements. The minor requires the completion of 18 credits (six courses) in computer courses offered by the Department of Mathematics and Computer Science. Two courses are required for all minors. Four additional courses must be selected in a particular specialization (Networking, Office Systems, Security and Computing Systems). A maximum of two courses can overlap with a student’s major, other minors or programs.

PART ONE. REQUIRED COURSES CREDITS: 6
CSCI 271 Introduction to Computing and Programming
CSCI 272 Object-Oriented Programming

PART TWO. SPECIALIZATIONS CREDITS: 12
Select four from one category

Networking
CSCI 277 Computers for Administrative Decision Making
CSCI 279 Data Communications and the Internet
CSCI 375 Operating Systems
CSCI 379 Computer Networking

Office Systems
CSCI 260 Data Processing
CSCI 277 Computers for Administrative Decision Making
CSCI 278 Software Applications for Office Management
CSCI 279 Data Communications and the Internet

Security
CSCI 270/SEC 270 Security of Computers and their Data
CSCI 279 Data Communications and the Internet
CSCI 400 Quantitative Problems in Criminal Justice
CSCI 470 Database Systems in Criminal Justice

Computing Systems
CSCI 374 Programming Languages

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
New Bulletin Info:

Computer Science

Minor

Rationale. Computers are the future. By learning to use a computer, students are securing their tomorrows. Good computer skills will build self-confidence and increase students’ marketability and competence in their chosen fields. Computers also allow users to work quickly and efficiently with data and information in a way that no other devices do.

Credits required. 18

Minor coordinator. Professor Shaobai Kan, Department of Mathematics and Computer Science (646.557.4866, skan@jjay.cuny.edu)

Advisors. Professor Peter Shenkin (212.237.8925, pshenkin@jjay.cuny.edu), Professor Spiros Bakiras (212.484.1181, sbakiras@jjay.cuny.edu), Professor Hunter Johnson (212.237.8846, hujohnson@jjay.cuny.edu), Department of Mathematics and Computer Science

Requirements. The minor requires the completion of 18 credits (six courses) in computer courses offered by the Department of Mathematics and Computer Science. Two courses are required for all minors. Four additional courses must be selected in electives. A maximum of two courses can overlap with a student’s major, other minors or programs. In selecting the four elective courses students should consult with a Departmental advisor. Advisors can suggest courses that will help the student be prepared for career opportunities or graduate study.

PART ONE. REQUIRED COURSES

CREDITS: 6

CSCI 271 Introduction to Computing and Programming
CSCI 272 Object-Oriented Programming

PART TWO. ELECTIVES

CREDITS: 12

Select any four courses. At least two must be at the 300 or 400 level.

CSCI 270/SEC 270 Security of Computers and their Data
CSCI 274 Computer Architecture
CSCI 277 Computers for Administrative Decision Making
CSCI 278 Software Applications for Office Management
CSCI 279 Data Communications and the Internet
CSCI 360 Cryptography and Cryptanalysis
CSCI 362 Databases and Data Mining
CSCI 373 Advanced Data Structures
CSCI 374 Programming Languages
CSCI 375 Operating Systems
CSCI 377 Computer Algorithms
CSCI 379 Computer Networking
CSCI 400 Quantitative Problems in Criminal Justice
CSCI 411 Computer Security and Forensics
CSCI 412 Network Security and Forensics
CSCI 470 Database Systems in Criminal Justice

Total Credits Required for the Minor: 18
Proposal to Revise the Policy on External Credit

Effective date: Fall 2015

Proposal: The College raise the number of external credits allowed to students from 30 to 45.

Explanation: For the purposes of this policy, external credits are not transfer credits from another college, but credits earned through equivalency exams (i.e., AP, IB, or CLEP) or prior learning experiences (PLA, evaluated at the college through a submitted portfolio). Currently, under the guidance of CUNY policy, the college grants students up to 30 external credits. However, on July 1, 2014 CUNY revised its policy to allow up to 45 external credits in order to accommodate its veteran population and stated that:

CUNY shall adopt the American Council on Education (ACE) guidelines in evaluating transfer credit for military courses and experience. College credit may be awarded up to maximum of forty-five credits (at senior colleges) and thirty credits (at Community Colleges) in specific subject matter area or general electives for the satisfactory completion of Military Service, Experience and Military Training Courses.

While this is a welcome move in that it allows our significant veteran population to advance toward their degrees more quickly, we need to assist others in our adult and non-traditional student population. Doing so becomes increasingly important as the number of available traditional-age students declines; the College needs to find ways to make John Jay an adult-friendly path to a degree. As such, the Office of Undergraduate Studies has developed a Prior Learning Assessment (PLA) course for those students with years of work experience in which students write portfolios mapping what they have learned in their life and work experiences to learning goals of particular courses. These students are also encouraged to use all forms of external credit available to them, and many take CLEP exams successfully.

This proposal recommends that John Jay increase the amount of external credit allowed for all students from 30 to 45 credits. This will increase the impact that Credit for Prior Learning options -- whether in the form of a PLA portfolio, CLEP, AP, military courses or in-service courses -- have on academic momentum for our students.

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
Proposed Language for 2015-16 Undergraduate Bulletin:

Approved External Credit

Matriculated students may apply for credit for relevant prior learning outside a formal college setting. A maximum of 45 credits may be obtained by examination, external credit or equivalent credit, or a combination of these. Students are reminded that they must complete all residency requirements, including 30 credits earned at John Jay College and at least 50% of the major courses completed at John Jay College. In addition, in order to comply with State requirements and other regulatory matters, individual students may be awarded fewer than 45 credits depending on their degree or major.

Note: This policy will apply to incoming students for Fall 2015. Students who are currently attending John Jay College can request additional external credit beginning in September, 2015 through the Office of Testing and Evaluation.
New Course Proposal Form

Date Submitted___9/18/14__Resubmitted Nov 3, 2014_______________

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

1. a. Department(s) or program(s) proposing this course__Africana Studies________
   b. Name and contact information of proposer(s)___Jessica Gordon Nembhard_____

   Email address(es)___jnembhard@jjay.cuny.edu_________________
   Phone number(s)___646-557-4658______________________

2. a. Title of the course __“African American Journeys”__
   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst) _____African-American Journeys __________________
   c. Level of this course ___100 Level _XX_200 Level ___300 Level ____400 Level

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

   This is an intermediate level survey course of the African American experience throughout US history. The course challenges students to read 50+ pages per class and to analyze a variety of advanced readings by writing 3 summaries of assigned readings, and 2 research papers using additional and an increasing number of outside sources. Students also must write a midterm exam and 2 essay exams during class. Expectations and requirements for class participation are also beyond what is expected for a 100-level course, and include 2 separate oral reports, in addition to small group report backs and participation in group projects including a final group paper and oral presentation.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): ____AFR_(proposed #224)___

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.)

Prepared for UCASC, Nov 14, 2014
As John Jay becomes much more diverse a campus in terms of the student population, the Africana Studies Department is offering courses that will interest as well as will challenge students from a variety of racial/ethnic groups, cultures and countries. This course explores the impact and legacies of one major U.S. marginalized group’s past experiences on present group experiences and accomplishments, and lessons learned that have implications for all groups. In particular the political, economic, cultural and psychological journey African Americans have traveled that contributed to civil rights advances and the election of the first African American president provides many insights and strategies for other groups and other endeavors. It will be offered as a general education course in the Learning from the Past category, and will be an elective toward the Africana Studies Minor, and a required course for the Africana Studies Honors Minor. It will also count as a Track C and Track D elective in the History major and minor.

This AFR2XX course is an important course for the Africana Studies department, particularly because it provides a complete African American history course that fills a gap in our course offerings and is a general education course. It will provide a core African American history course for our students in the minor (or for any interested student) to take to complement our African history course (AFR150). This new AFR2XX will cover many of the themes, issues, history and political, economic and cultural experiences of African Americans, and takes the students to the present 21st century in some detail in order to understand the impact of these past experiences on the Civil Rights Movement and the 21st century achievements such as a Black president. This course is in effect a course on the long civil rights movement and how African Americans moved from chattel slavery to the presidency.

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

In this course students explore the history, impact, and legacies of African-American political and economic struggles, the racial implications of US laws and policies, and the changing social status of Blacks, in order to understand their journey from chattel slavery to the U.S. presidency. Students will analyze the ways that tensions between state’s rights and federalism, white supremacy and racial equality, and individual rights and economic need emerge and re-emerge throughout US history. The course not only examines African American enslavement, the Abolitionist movement, the Civil War, Reconstruction, racial segregation, migrations from the South, and the long Civil Rights movement, but also the impact and legacies these experiences and accomplishments have on current struggles and achievements of men, women and youth of African descent.

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):

Prepared for UCASC, Nov 14, 2014
ENG 101

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

7. Has this course been taught on an experimental basis? Actually as an official course:
   _XX_ Yes. If yes, then please provide:
   a. Semester(s) and year(s): A version was taught for years in the former gen ed program
   b. Teacher(s): All Africana Studies faculty
   c. Enrollment(s): about 400 students per semester
   d. Prerequisites(s): none

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

   By the end of the course:

   1. Students will be able to demonstrate knowledge of formative events, ideas or works in the arts, humanities, and social sciences by identifying the general chronology of the African American experience in the U.S., and demonstrating a familiarization with specific examples of key historical events, individuals and movements that have and continue to influence the African American experience.

   2. Students will analyze the significance of major developments in U.S. and world history such as enslavement, Jim Crow segregation, voting rights, institutional racism, and the roles of independent Black institutions such as the Black Church, and civic organizations; as well as the long-term impact of such social institutions.

   3. Students will differentiate multiple perspectives on the same subject by analyzing the African American experience in the context of minority-majority group relations; gender relations; and relationships between culture and resistance/struggle; and comparing it with the experiences of other racial and ethnic groups, using a variety of primary and secondary sources.

   4. Students will be able to evaluate the effects and consequences of certain policies and their legacies on African Americans throughout history.

   5. Through their research papers, class discussions and presentations students will demonstrate improved writing and presentation skills, as well as team work and collaboration skills.

9. Will this course be part of any major(s), minor(s) or program(s)?
10. Will this course be part of JJ’s general education program

No _____ Yes ___XX_ If yes, please indicate the area: College Option

College Option:

| A. Justice Core I: Justice & Individual |
| B. Justice Core II: Justice in Global Perspect. |
| C. Justice Core II: Struggle for Justice U.S. |
| D. Learning from the Past | X |
| E. Communications |

Please explain why and how this course fits into the selected area:

This course is appropriate for the “Learning from the Past” category because students will continually explore the ways in which past experiences and legacies impact each era in African American history. Examples include: the influence of cultural legacies and retentions from Africa on current African American cultural and political movements such as the Universal Negro Improvement Association and the Black Panther Party; the ways that the clauses about enslavement in the original Constitution reflect tensions and compromises in how issues of race
are addressed for the next 200 years in the U.S.; and the ways that the differences in how Blacks and Whites, and different groups of Blacks and Whites, understood and participated in promoting or opposing voting rights and civil rights during Reconstruction are mirrored in the activities and reactions to the long Civil Rights movement throughout the 20th century in the U.S. on into the 21st century. In addition, this course explores the impact and legacies of one major marginalized group’s past experiences on present group experiences and accomplishments, and lessons learned (about political participation and economic challenges) that have implications for all groups. In particular the political, economic, cultural and psychological journey African Americans have traveled that contributed to the election of the first African American president in 2008 provides many insights and strategies for other groups and other endeavors.

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

Class Participation/Discussion  
Formal Writing Assignments in the form of summaries, in-class essays and (progressively more complex) research papers  
Oral reports  
Quizzes, reflection essays, and worksheets

12. Did you meet with a librarian to discuss library resources for the course?  
   No ___ Yes_XX__ If yes, please state the librarian’s name_Ellen Sexton______

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

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

- The library catalog, CUNY+_XX_
- EBSCOhost Academic Search Complete_XX__
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _XX_
- LexisNexis Universe_XX__
- Criminal Justice Abstracts _
- PsycINFO ______
- Sociological Abstracts_XX__
- JSTOR _XX__
- SCOPUS ______
- Other (please name)  
   ____________________________

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval _4/14__________

Prepared for UCASC, Nov 14, 2014
15. **Faculty** - Who will be assigned to teach this course? ____ Africana Studies faculty____

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

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

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

   __Not applicable
   ____No
   _XX__Yes. If yes, give a short summary of the consultation process and results.

   The History Department was consulted about accepting this course as an elective in their major and minor.

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

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

19. Approvals:

   **C. Jama Adams**  9/16/14
   Chair, Proposer’s Department

   ____Jessica Gordon Nembhard (Minor Coordinator)______________________________
   Major or Minor Coordinator (if necessary)
### John Jay General Education College Option
#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>AFR 2XX [224 requested]</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>“African American Journeys”</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Department of Africana Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary; Africana Studies</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
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<tr>
<td>Prerequisites</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>In this course students explore the history, impact, and legacies of African-American political and economic struggles, the racial implications of US laws and policies, and the changing social status of Blacks, in order to understand the journey from chattel slavery to the U.S. presidency. Students will analyze the ways that tensions between state’s rights and federalism, white supremacy and racial equality, and individual rights and economic need emerge and re-emerge throughout US history. The course not only examines African American enslavement, the Abolitionist movement, the Civil War, Reconstruction, racial segregation, migrations from the South, and the long Civil Rights movement, but also the impact and legacies these experiences and accomplishments have on current struggles and achievements of men, women and youth of African descent.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

**Indicate the status of this course being nominated:**
- ☐ current course
- ☐ revision of current course
- XXX a new course being proposed

**John Jay College Option Location**

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

| Justice Core | ○ Justice & the Individual (100-level) | ○ Struggle for Justice & Inequality in U.S. (300-level) | ○ Justice in Global Perspective (300-level) | XXX Learning from the Past | ○ Communication |

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
## Learning Outcomes

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

### 1. Learning from the Past - Please explain how your course meets these learning outcomes

**Students will:**

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<tr>
<th>The quizzes, assignments, and class discussions will require students to demonstrate their knowledge about significant events in African American history. The first in-class essay, for example, asks students to discuss the importance of Ancient African civilizations to the current experiences of African Americans and to African American Studies; and about conditions during the Atlantic Slave Trade for enslaved Africans. Paper 1 gives the student practice collecting and synthesizing information from scholarly sources, examining primary sources, piecing together an understanding of the significance and consequences of an event or set of events before the Civil War in US history. The second paper explores a civil rights court case in the late 1800s or early 1900s about the same or a similar issue written about in the first paper. The third paper revisits that issue in the late 20th or early 21st century.</th>
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</thead>
<tbody>
<tr>
<td>• Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences</td>
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<thead>
<tr>
<th>The quizzes, assignments, and class discussions will ask students to analyze significant events in African American history and focus on their legacies in the late 20th and early 21st centuries. The second in-class essay, for example, requires the students to summarize the experiences of African Americans leading up to the Civil War, during the Civil War and immediately afterwards (Reconstruction), and analyze the impacts of these eras on current African American experiences such as voting rights struggles in the 21st century, access to high quality education, and/or access to jobs in management. In-class Summary 4 asks the students to analyze the impact of the Civil Rights Movement on African Americans in the 21st century, and on the Obama presidency - in terms of how certain laws, experiences with nonviolent protest, and/or experiences holding political office trained and prepared the Black community for future accomplishments.</th>
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<tr>
<td>• Analyze the significance of major developments in U.S. and World History.</td>
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<tr>
<th>Multiple perspectives on the experiences studied, based on race, class and gender differences (and combinations of differences), are explored throughout the course. In-class summary 2 assignment has the students analyze the interview they were required to conduct with a family member or friend about one of the following topics: 1) the thesis that all humanity started in Africa (we are all</th>
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<tbody>
<tr>
<td>• Differentiate multiple perspectives on the same subject</td>
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<td>Africans), 2) the different forms of enslavement used in Africa versus enslavement in the United States (how they differ and the different consequences for Africans and African Americans), or 3) the importance and role of free Black institutions and organizations in the 1700s and early 1800s before the Civil War; and how Black Organizations impacted events, ideas, community at the time. Students should discuss how the interviewee’s perspective differed from theirs and/or was similar to theirs. Summary 3 requires students to write a commentary about white supremacy and Jim Crow segregation (its significance and consequences for African Americans), or on the Great Migration of African Americans to northern cities (its significance, how African American lives and culture changed, and consequences for African Americans), from the perspective of a white landowner in the south, or a new Black immigrant to a northern city.</td>
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JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
524 WEST 59th STREET 
NEW YORK, NEW YORK 10019 

AFR 2XX (224?) - African American Journeys 
CLASS SYLLABUS 

Professor’s Name: Jessica Gordon Nembhard, Ph.D. 
Office Location: Department of Africana Studies 
New Building 9.63.06 
Office Hours: TBA 
Phone: 646-557-4658 
E-mail: jnembhard@jjay.cuny.edu 

*** PLEASE READ THIS ENTIRE SYLLABUS CAREFULLY ***
YOU ARE RESPONSIBLE FOR KNOWING AND FOLLOWING EVERYTHING OUTLINED HERE. MAKE SURE TO ASK CLARIFYING QUESTIONS IN THE FIRST TWO WEEKS OF CLASS SO THERE ARE NO MISUNDERSTANDINGS.
**NB: I ask each student to sign the last page confirming that you have read through this entire syllabus and return it to me the next class period after you have received this.**

Course Description
In this course students explore the history, impact, and legacies of African-American political and economic struggles, the racial implications of US laws and policies, and the changing social status of Blacks, in order to understand the journey from chattel slavery to the U.S. presidency. Students will analyze the ways that tensions between state’s rights and federalism, white supremacy and racial equality, and individual rights and economic need emerge and re-emerge throughout US history. The course not only examines African American enslavement, the Abolitionist movement, the Civil War, Reconstruction, racial segregation, migrations from the South, and the long Civil Rights movement, but also the impact and legacies these experiences and accomplishments have on current struggles and achievements of men, women and youth of African descent.

Learning Outcomes
1. Students will be able to demonstrate knowledge of formative events, ideas or works in the arts, humanities, and social sciences by identifying the general chronology of the African American experience in the U.S., and demonstrating a familiarization with specific examples of key historical events, individuals and movements that have and continue to influence the African American experience.
2. Students will analyze the significance of major developments in U.S. and world history such as enslavement, Jim Crow segregation, voting rights, institutional racism, and the roles of independent Black institutions such as the Black Church, and civic organizations; as well as the long-term impact of such social institutions.
3. Students will differentiate multiple perspectives on the same subject by analyzing the African American experience in the context of minority-majority group relations; gender relations; and relationships between culture and resistance/struggle; and comparing it with the experiences of other racial and ethnic groups, using a variety of primary and secondary sources.

4. Students will be able to evaluate the effects and consequences of certain policies and their legacies on African Americans throughout history.

5. Through their research papers, class discussions and presentations students will demonstrate improved writing and presentation skills, as well as team work and collaboration skills.

Text and Materials

Required Textbook:
  OR

Optional:

Older editions or e-book are acceptable for any of those books.

Additional readings and materials come from journal articles, chapters in books, media.

Blackboard will be used. This course management website is free. All students are required to get to know the site immediately. Weekly assignments, supplemental articles, course updates, course documents and/or links, discussion boards, and other sources to help you and to keep the class in communication with each other are on this site. Many required assignments will be given on this site. A copy of this syllabus will also be on the site. Please take your time to learn and utilize the class website. DO NOT WAIT until the last minute to become familiar with this website. It will be impossible to get a high grade in the class if you do not participate on the site. Find the link from the John Jay website www.jjay.cuny.edu.

Papers and Assignments Overview:

Grade Distribution:
In-class Quizzes, Reflections, Worksheets, Group Activities and Participation 10 points (10% of grade)
In Class Summaries (4 X 5 points each) 20 points
In-Class Essays (2 X 7.5) 15 points
Midterm Examination 15 points
Research Papers (10+15) 25 points
{or Service Learning (instead of Paper 2, plus oral) -20 points}

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Examinations and Writing Assignment Descriptions

In-Class Quizzes, Worksheets, Group Activities, etc. (10 points):
Students are expected to come to class regularly and participate in class discussions and activities. Note that about 70% of your total grade is based on in-class activities. A brief written quiz/reflection questions will take place at the beginning of each class. The quiz may consist of one question, 3 or 4 reflection questions, a couple of short essay questions, identification questions, or a few multiple choice questions. Questions will be based upon the readings assigned for that day and/or previous class discussions, videos, homework assignments or worksheets, and will help you to analyze and reflect on what you have been learning. Worksheets will be assigned when we watch documentaries. Other in-class assignments may include in-class group activities such as a debate or group presentation. There will be no make-up exam for missed quizzes, worksheets or in-class activities. See section on “Grading and Evaluation” below for more details.

In-Class Summaries with Critical Analysis (4, 5 points each = 20 points):
Four summaries of reading assignments and/or other assignments will be written during the first 20 minutes of class on the day the assignment is due. The first summary will be written during class on February 7, 2013 - notes are allowed (open book). The second summary will be written in class on March 14, 2013 based on an interview conducted by the student about a topic provided by the professor – using notes. The third summary will be written in class on April 25, 2013 – open book. The fourth summary will be written in class on May 16, 2013 – NO NOTES allowed. See “Assignments and Papers Details” at the bottom of the syllabus for more info. Students should expect their summaries to improve in the level and quality of analysis as the semester progresses, and no notes should be needed for the final summary.

In-Class Essays (2, 7.5 points each = 15 points):
Two essays will be written during the first 30 minutes of class on the day the assignment is due. The professor will hand out and/or post on Blackboard, at least 10 days in advance, the essay assignment with two possible essay questions. Students must prepare to answer both question. Students will not know which question will be asked until they come to class the day the assignment is due. The first essay will be written during class on February 28, 2013 and written notes can be used and turned in with the essay (open book). The second essay will be written in class on April 4, 2013, WITHOUT NOTES. See “Assignments and Papers Details” at the bottom of the syllabus for more information.

Oral Presentation or Oral Quiz (5 points):
In addition, each student is required to give an oral presentation or answer an oral quiz during the semester. The assignment due dates will be staggered so that different students do their oral presentations on different days. See “Assignments and Papers Details” at the bottom of the syllabus for more info.

Research Papers (25 points)
**Research Paper 1 (10 points):**
Students are required to write a 4-5 page research paper on a topic from a list provided by the professor about a civil rights issue and/or the way African Americans have addressed it before the Civil War. It should be typed in 12 point font, double spaced with a cover page and APA style formatting and bibliography. The professor will review format, APA style, and other requirements by the third week of class. Use the textbook plus at least 3 other sources including at least 1 primary source (a list of possible sources will be identified depending on the subject you choose). Due March 7, 2013. See “Assignments and Papers Details” at the bottom of the syllabus for more information. Students will be expected to discuss their papers with the class.

**Research Paper 2 (15 points):**
Students are required to complete a 6-8 page research paper exploring a civil rights court case in the late 1800s or early 1900s about the same or a similar issue written about in the first paper. The term paper must follow APA format, and use 12 point font, double spaced. The paper will be due on April 30, 2013, 30 minutes before the beginning of class. It must be submitted through turnitin.com, so be sure you know how to use it before the due date. See “Assignments and Papers Details” at the bottom of the syllabus for more information. Students will be expected to discuss their findings with the class.

Students who elect to do Service Learning will not have to write this paper (Paper 2). See end of syllabus for more details about the Service Learning option.

**Midterm Examination (15 points):**
The midterm examination is a short answer test (multiple choice, matching, short answers) administered during class on April 11, 2013. See “Assignments and Papers Details” at the bottom of the syllabus for more information.

**Team Project and Final Paper (10 points):**
Students are required to work with a team to write a final paper and give an oral group presentation about their topic. The topic of the final paper should pull together issues facing the African American community in the 21st (or late 20th) century that has been addressed throughout the course, and in the team members 1 and 2nd papers. The professor will provide a list of approved topics and students must decide on their teams and topic by April 23, 2013. The written paper is due at the beginning of the final exam period scheduled for the class and the oral report will be given during the final exam session: May 23, 2013 from 5:30 – 7:30PM. See “Assignments and Papers Details” at the bottom of the syllabus for more info.

**Reading and Assignments Schedule:**

<table>
<thead>
<tr>
<th>Date &amp; Assignments</th>
<th>Topic &amp; classwork</th>
<th>Required Readings</th>
</tr>
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<tbody>
<tr>
<td>January 29</td>
<td>Introductions</td>
<td>Syllabus</td>
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<tr>
<td></td>
<td>Review Syllabus</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity and Details</td>
<td>References</td>
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<tr>
<td>February 5</td>
<td>History Overview – the road to Obama</td>
<td>- CH – Contents, Preface, About, pp. xxi-xxvi; AAO - Contents, Preface, About…; pp. viii – 3</td>
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<td></td>
<td><strong>Class exercise: Writing an Essay - using primary sources, article summaries, proper citations</strong></td>
<td>U.S. Census Bureau, Washington, DC. <a href="http://www.census.gov/prod/cen2010/briefs/c2010br-06.pdf">http://www.census.gov/prod/cen2010/briefs/c2010br-06.pdf</a></td>
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<td></td>
<td>- “Guidelines for Using and Quoting from Sources” [Blackboard]</td>
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<tr>
<td>2/12 No Class -- Feb. 14</td>
<td><strong>Review APA Style; Library Worksheet</strong></td>
<td>HW due Feb 14</td>
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<td></td>
<td></td>
<td><a href="http://www.lib.jjay.cuny.edu/">http://www.lib.jjay.cuny.edu/</a> “Using and Quoting Sources” [Blackboard]</td>
</tr>
<tr>
<td>Feb. 19</td>
<td>Ancient Africa</td>
<td>Chapt 1, Africa, CH, pp. 2-22; AAO pp.4-25</td>
</tr>
<tr>
<td>Feb. 21 (Service op) 1st draft Paper1</td>
<td>Atlantic Slave Trade/Enslavement</td>
<td>Chapter 2, Middle Passage, CH, pp. 24-46; AAO pp.30-53. Chapter. 3, Black People in Colonial N Am, CH, pp. 48-74; AAO pp.58-81.</td>
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Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>References</th>
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| Feb. 26 | Social Construction of Race  
- “10 Things Everyone Should Know about Race,” [Blackboard] [www.newsreel.org/guides/race/10things.htm](http://www.newsreel.org/guides/race/10things.htm) (other sections at this site). |
| Feb. 28 | AA Struggle for Freedom; AA in new USA In-Class Essay 1                     | Chapter 4 Rising Expectations, CH pp.76-94; AAO pp.86-106.  
Chapter 5, AA in New Nation, CH, pp. 96-122; AAO pp.110-134. |
| March 5 | Cotton Kingdom Review Essay 1                                               | Chapter 6, Life in the, CH pp. 124-144; AAO pp.140-161. |
| March 7 | Free Blacks, Institutions Small group discussions about Black organizations | -Chapter 7, Free Black People, CH pp. 146-168; AAO pp.166-189.  
| March 12| Abolitionism Small groups write an anti- or pro-slavery speech to the 1850 Congress | Chapter 8, Opposition to Slavery, CH pp. 170-186; AAO pp.194-208. |
| March 14| Black Resistance In-Class Summary2                                         | Chapter 9, Let Motto be Resistance, CH pp. 188-206; AAO pp.216-234.  
| March 19| Civil War Worksheet                                                        | Chapter 10, Black People at Heart, CH pp. 208-230; AAO pp.240-263.  
| March 21| Liberation and Reconstruction Mid-Term Review Sheets posted on Blackboard   | Chapter 12, Meaning of Freedom: Promise, CH pp. 258-280; AAO pp.298-318.  
Chapt 13, Failure, CH pp.282-302; AAO pp.324-342. |

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tr>
<td>April 9</td>
<td>Midterm Review</td>
<td>Review Sheet</td>
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<tr>
<td>April 11</td>
<td>Midterm Exam</td>
<td></td>
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</table>
| April 18 | White Supremacy              | Chapter 14 continued  
| April 23 | Early 20thCent/             | -Chapter 16, Conciliation, Agitation, Migration, CH pp.366-397; AAO pp.412-443.  
Chapt 17, 1920s, AAC pp.400-422; AAO pp.450-473.  
Migration  
Small group create a poster enticing Southerners to come to Harlem in 1920s  
Pick Teams & Topics for Final Paper |
| April 25 | Team & TopicAppv             | Chapter 18, Protest, Depression, CH pp. 424-449; AAO pp.478-503.  
Chapt 19, 1930s-50s, CH pp.452-76; AAO pp.508-531.  
In-Class Sum3 |
| April 30 | Paper 2 turnitin.com         | Chapter 19 continued  
Chapter 20,WW II, CH pp.478-500; AAO pp.538-562.  
Team project, teams meet |
Prepare for debate on May 9 |
| May 7    | Film: “Mississippi: Is this America?” Eyes on the Prize Worksheet | Brooks, Sharon Sanders.(Spring 2001). “We Didn’t come all this way for no two seats.” American Legacy, pp. 55-62. [Blackboard] |
| May 9    | Black Nationalism            | Chapter 22, Black Nationalism/BlackPower, CH pp. 534-566; AAO pp.606-635.  
Debate on Black Power |

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
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<tr>
<th>Date</th>
<th>Event</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>May 16</td>
<td>Review Themes and Lessons Learned In-Class Sum4</td>
<td></td>
</tr>
<tr>
<td>May 23</td>
<td>Final Exam Period Team Presentations and Final Paper</td>
<td>In class 5:30 PM to 7:30 PM – all must attend the full 2 hours.</td>
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**Important Information**

**Classroom behavior:**
Student participation is required. Students are expected to arrive to class prepared to work. The professor encourages students to think critically and use scholarly analysis in their oral and written assessments. Students should come to class prepared, having read the readings and completed assignments on time. Students should be punctual, and responsible. While we will engage in spirited debate, we will always endeavor to address each other in a respectful manner. Students should be respectful of their classmates and instructors by talking when called upon, not disrupting another classmate, or the instructor, addressing issues and scholarship rather than people or personalities, and referring to class readings and scholarship to support their statements. Remember to get sleep and eat healthy food.

**Students are expected to stay engaged with the class for the entire period. Please no use of cell phones during class, no texting, and laptops and tablets should only be used to take notes or look up materials related to the course lecture. Other electronic devices should be switched off during class, unless a specific exception is made by the professor. The professor does not expect students to answer their cell phones or to play with these devices or their laptop computers while in class. No bathroom breaks will be given during quizzes or exams. All cell phones must be turned off during quizzes and examinations.**

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

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

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instructors. The Library has free guides designed to help students with problems of documentation. 
*(From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)*

**Students should study the APA style at [http://www.apaguide.net/](http://www.apaguide.net/) or from any other source on APA style; and see professor’s factsheet: “Guidelines to Using and Quoting from Sources” (Hand-out and on Blackboard), which also describes how to use it. Also use the services of the Writing Center ([http://www.jjay.cuny.edu/academics/590.php](http://www.jjay.cuny.edu/academics/590.php)).**

Turnitin.com will be used for at least one of the paper submissions to help students understand the proper use of sources and prevent academic dishonesty. In addition, students should visit the Writing Center before completing the first writing assignment.

Please note that Wikipedia is not an acceptable academic source for information in this class (so does not count as a formal source in a paper), but can be used for background information or to start a search for information.

**CUNY’s Non-Discrimination Policy:**
“The University must foster tolerance, sensitivity and mutual respect among all members of its community. Efforts to promote diversity and to combat bigotry are an inextricable part of the educational mission of the University.” The use of epithets or demeaning terms for anyone based on sexual orientation, race, gender expression or identity, ethnicity, national origin, disability, or religion is unacceptable and is disruptive of the educational process. This will not be tolerated in my class and is unacceptable behavior on our campus. Mine is a safe classroom where professor and students mutually engage in respectful discourse and supportive, constructive exchanges that create and maintain a classroom environment that is truly conducive to teaching and learning.

**Statement Regarding Students with Disabilities:**
The Office of Services for Students with Disabilities (at 237-8122) provides support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions which affect their performance in the classroom setting. If you are in need of special assistance, please contact that office (and then me) no later than the second week of class.

**Grading and Evaluation**

**Evaluation:**
- Your classroom comments and the results from the daily quizzes will be used to assess, among other things whether you are doing the assigned readings.
- Your classroom comments and research projects will be used to assess your ability to locate, analyze and integrate information from the readings and the lectures.
- The research papers and article summaries will enable students to work early on doing research, to use concepts and theory to analyze the research, and to use APA style. Mastery of these skills is crucial if you are going to do well in later courses.

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• Your final grade will reflect to the degree to which you do the assigned readings, think critically, and write well. Students will be also rewarded for presenting reasonably coherent and well thought thorough arguments. Credit will also be given for consistent attempts to present ideas in class.

• Daily quizzes cannot be made up. Late papers and assignments will only be accepted if lateness is approved by the professor in advance of the due date, or with proof of an emergency. Late papers and assignments will not be accepted later than one week after the due date, and will lose points (1 point per day). Students may be given the opportunity to re-do or re-write a paper or assignment (with the new grade averaged with the previous grade) only after discussion with the professor during an office appointment.

• Students are encouraged to meet with the professor one-on-one at least once.

**Grading:**

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<thead>
<tr>
<th>Point Conversion to Grade:</th>
<th>A</th>
<th>93.0-100.0</th>
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<tbody>
<tr>
<td>A-</td>
<td>90.0-92.9</td>
<td></td>
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<tr>
<td>B+</td>
<td>87.1-89.9</td>
<td></td>
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<tr>
<td>B</td>
<td>83.0-87.0</td>
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</tr>
<tr>
<td>B-</td>
<td>80.0-82.9</td>
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<tr>
<td>C+</td>
<td>77.1-79.9</td>
<td></td>
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<tr>
<td>C</td>
<td>73.0-77.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70.0-72.9</td>
<td></td>
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<tr>
<td>D+</td>
<td>67.1-69.9</td>
<td></td>
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<tr>
<td>D</td>
<td>63.0-67.0</td>
<td></td>
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<tr>
<td>D-</td>
<td>60.0-62.9</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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Reminder:
A = Excellent
B = Good
C = Satisfactory
D = Passing
F=Failure/Unsuccessful

**Assignments and Papers Detail**

**Class Participation, Quizzes and Oral Reports:**
The class is taught more like a seminar than a lecture. Be prepared to discuss the readings and to connect your own experiences to events and ideas discussed in class. Be punctual and attend all classes. There will be regular quizzes and in-class reflection assignments, as well as small group activities. The oral presentation may be a 5-10 minute discussion of one of your article summaries and your critical analysis of it. Or it may be an oral question and answer session with the professor about one of the chapters of the textbook (to be determined). You will have at least one week notice of the assignment for the oral presentation.

**In-Class Summaries:**
The purpose of the in-class summaries is to give students practice summarizing material, analyzing what you read, and writing your analysis down. It also gives students practice writing under a time constraint. Students will write 3-5 paragraph summaries in class about an assigned topic or reading on the dates specified. Students will be asked to explain how the reading or assignment relates to our topic. Summaries shall include critical scholarly analysis of the strengths and weaknesses of the author’s arguments and research, and comparison with other readings or class discussion. In writing summaries please remember to include an introduction and a conclusion. Please re-phrase/paraphrase the author’s words without changing their meaning; restate the main idea and the supporting points accurately and in your own words.
Provide a more condensed but authentic version of the original (see below for more details). Cite any sources used and credit the original author with original ideas and phrasing. Provide the author's name and the name of the article plus the date in the first paragraph. Make sure your name and date and course number are at the top of the page. (5 points each)

The first summary will be written in class on February 7, 2013 (2nd week). You will summarize the reading “Fear of a Black President” by Ta-Nahisi Coates (reading for February 5), and discuss its significance for the second term of Obama’s administration and Obama’s legacy. Also briefly discuss President Obama’s January 21, 2013 Inauguration Speech as support for Coates’ thesis (as an example or counter example of Coates’ thesis). Is Obama’s latest speech “too liberal”? Is this a change from his first administration? The second summary is due on March 14, 2013 (6th week) and will be written in class based on an interview you conduct. The interview should be about one of the following topics: 1) the thesis that all humanity started in Africa (we are all Africans), 2) the different forms of enslavement used in Africa versus enslavement in the United States (how they differ and the different consequences for Africans and African Americans), or 3) the importance and role of free Black institutions and organizations in the 1700s and early 1800s before the Civil War; and how Black Organizations impacted events, ideas, community at the time. The interview can be with a friend or family member, or a teacher or expert. It should be at least 15 minutes long. The student should identify/create 5 questions to ask before the interview is conducted. The questions and answers should be written and brought to class on the day Summary 2 is due. The interview transcript will be attached to the summary of the interview written in class. Notes can be used. Summary 3 is due April 25, 2013 (week10) and will be a commentary about white supremacy and Jim Crow segregation (its significance and consequences for African Americans), or on the Great Migration of African Americans to northern cities (its significance, how African American lives and culture changed, and consequences for African Americans), from the perspective of a white landowner in the south, or a new Black immigrant to a northern city. Students will be able to use notes. Remember this is a commentary more than a summary – provide analysis, review strengths and weaknesses of the issue and give your educated opinion about the significance and consequences based on class readings and other work you have done for the class. See the last 2 bullets below in Writing Summaries on how to write a critical summary and a commentary. Summary 4 is due May 16, 2013 (last day of classes) – no notes allowed. This summary will be about the impact of the Civil Rights Movement on African Americans in the 21st century, and on the Obama presidency.

The following passage will help you in writing the summaries: Writing Summaries

- The goal of writing a summary of an article, a chapter, or a book is to offer as accurately as possible the full sense of the original, but in a more condensed form. A summary restates the author’s main point, purpose, intent, and supporting details in your own words.
- The process of summarizing enables you to better grasp the original, and the result shows the reader that you understand it as well. In addition, the knowledge gained allows you to better analyze and critique the original.
- First, try to find the main idea in the reading; it’s usually in the first paragraph. Next, skim through the article, glancing at any headings and graphics. Then, read the conclusion. The intent here is both to give yourself a review of the work and to effectively engage yourself with it.

1 http://www.columbia.edu/cu/ssw/write/handouts/summary.html

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
• Now go back and read the original text carefully, jotting down notes on or highlighting the important points. Write the central idea and the author’s reasons (purpose and intent) for holding this viewpoint. Note the supporting elements the author uses to explain or back up her/his main information or claim.
• Make an outline that includes the main idea and the supporting details. Arrange your information in a logical order, for example, most to least important or chronological. Your order need not be the same as that in the original, but keep related supporting points together. The way you organize the outline may serve as a model for how you divide and write the essay.
• Write the summary, making sure to state the author’s name in the first sentence. Present the main idea, followed by the supporting points. The remainder of your summary should focus on how the author supports, defines, and/or illustrates that main idea. Remember, unless otherwise stated by your instructor, a summary should contain only the article author’s views.
• As you revise and edit your summary, compare it to the original and ask yourself questions such as: Have I rephrased the author’s words without changing their meaning? Have I restated the main idea and the supporting points accurately and in my own words?
• If you are asked to write a critical summary or to include a critique, you may want to ask yourself questions such as: Does the author succeed? How and why or why not? Why is the author credible or not credible? Does the author’s own perspective or biases get in the way of his/her analysis? What supporting evidence does the author use? What are the strengths, weaknesses? Why? What did the author do well? Not well? Why? Did some other author or research you know about contradict this author’s findings?
• If you are asked to write a commentary, write a critical summary and include your own personal perspective and/or incorporate your own experience into the academic analysis. Why do you think the event, problem, issue, or reading is significant or important? How do your experiences support or contradict the author’s perspective or findings?

In-Class Essays
The purpose of the in-class essays is to give students practice critically analyzing what you read and have heard in class; synthesizing, comparing and contrasting ideas; following a line of argument to its conclusion; and writing your analysis down. It also gives students practice writing longer critically analyzed thoughts under a time constraint.

In-Class Essay 1 – due February 28, 2013
Students will be asked to think about the importance of Ancient African civilizations to the current experiences of African Americans and to African American Studies; and about conditions during the Atlantic Slave Trade for enslaved Africans. Specific questions about the subject will be handed out about 10 days before (February 14th) the essay is to be written in class. Students will not know which question will be asked until they come to class ready to answer either question. They will be allowed to use their notes. An in-class essay should be about 4 to 8 paragraphs long. (7.5 points)

In-Class Essay 2 – April 4, 2013
Before the midterm, as part of studying for the midterm examination, students will be asked to reflect on two essay questions that summarize the experiences of African Americans leading up to the Civil War, during the Civil War and immediately afterwards (Reconstruction), and the impacts of these eras on current African American experiences - such as voting rights struggles in the 21st century, access to high quality education, and/or access to jobs in management.. Specific questions will be handed out about 10 days
before (March 21) with the midterm review sheet. The essay will be written in class. Students will not know which question will be asked until they come to class ready to answer either question. They will NOT be allowed to use their notes. (7.5 points)

Research Paper #1 - first draft due February 21, 2013; final draft due March 7, 2013
The purpose of this short research paper (4-5 pages) is to give the student practice collecting and synthesizing information from scholarly sources, examining primary sources, piecing together an understanding of the significance and consequences of an event or set of events related to early Black civil rights issues; and writing a scholarly essay in APA format. The professor will provide a list of acceptable topics on Blackboard by February 5, 2013. The student should use the textbook and no less than 3 other academic sources, including one primary source (a list of possible sources will be identified depending on the subject you choose). Please visit the Writing Center for help. A first draft of the paper is due February 21, 2013 - (an electronic copy can be emailed to the professor to receive electronic comments and feedback, however it does not count as fulfilling the requirement of handing a hard copy in to the professor in person on the date and time due). The professor will provide feedback by February 28th. The final draft is due March 7, 2013 (6th week) at the beginning of class, delivered in hard copy to the professor. (10 points)

Your short paper should include:
1. A cover page with your name, title, date, professor's name and course name and semester. [Please include with all papers.]
2. A general overview of the problem or issue you researched. (1-2 paragraphs)
3. A paragraph or two about the problem, with some data or quotes from other authors about the problem. (1 page)
4. A page or two discussion about what information you found, and what perspectives other scholars have on the issue (a review of the literature). (1 ½ to 2 pages)
5. A brief comparison between your own experience and perspective and that of the other scholars you studied and information you researched. (½ to 1 page)
6. Conclusions – what do you now know about the subject, what can be learned, how has the interview helped you to understand the subject. What more would you want to know and/or what more needs to be known or done about the subject? (one paragraph to 1/2 page)

Midterm Examination (April 11, 2013):
The midterm will be a closed book examination covering all topics and readings assigned and/or discussed up to April 9, 2013. The examination will include a combination of short answer questions (3-5 sentence answers each), identifications (1 sentence answer or phrases), matching and multiple choice. A review sheet will be handed out on March 21, 2013. (15 points)

The topic will be related to the topic of the first paper, but addressed in the late 19th or early 20th century and connected to a court case during the Jim Crow years. The professor will post more details and an outline of the requirements for the paper on Blackboard by March 14, 2013. Students must use the textbook plus 2 primary sources and an additional 3 or more academic sources – any of the 5 additional sources can be from required readings on the syllabus, but at least 2 sources should be ones students find on their own (find new sources). The 6-8 page paper will be due on April 30, 2013, 30 minutes before the
beginning of class. It must be submitted through turnitin.com, so be sure you know how to use it before the
due date. (15 points)

Team Project and Final Paper – May 23, 2013

Team Project and Oral Report:
Teams will work together to research a specific topic and synthesize the relevant theories and discussions
introduced and exchanged during class. Teams will give an oral presentation to the class that summarizes
their paper and gives students an understanding of the topic. Teams should hand class an outline of their
presentation and/or create a power point presentation. Teams can also use media and video clips to
enhance their presentation. Team oral presentations will be given during the scheduled final exam session,
May 23, 2013 from 5:30 – 7:30PM in our same classroom.

Final Team Research Paper:
Each team will write a joint paper on a current issue or set of issues facing African American communities –
chosen from a list of topics provided by the professor. Teams will be formed on April 23rd and paper topic
requests will be made by each team on that day. The final topic and the teams will be approved by the
professor by April 25, 2013. The paper must be at least 10 pages and use at least 10 sources in addition to
the textbook. Ten sources (not including the textbook) must be annotated in the bibliography (a sheet will
be handed out explaining how to write an annotated bibliography). At least 6 of the sources must be
scholarly: from sociology, anthropology, history, and/or economics journal articles or academic books. Be
sure that all of the sources are appropriate for academic writing. Adhere to American Psychological
Association (APA) style guidelines. Paper topics must be pre-approved. Late papers will not be
accepted. Papers must be handed-in at the start of final exam class May 23, 2013 at 5:30 PM. (10 points)

Evaluation Rubric for the Team Paper:

___ /1 point. Essay is well coordinated – shows input from every member of the team; and well
organized. Writing is coherent, the language flows well and transitions are used well.

___/2 points. Effective documentation (APA style bibliography); sources cited properly, and in-text
references made correctly. Balanced use of sources (more than just textbook and required reading); good
combination of sources. 10 annotations included.

___/4 points. Good information; high quality content; high level of synthesis and analysis; creative
analysis. Strong sources.

___/1.5 point. Grammar is used correctly, spelling is checked and correct.

___/1.5 points. Total effect: argument defended well, in a scholarly manner; unified focus, a strong
thesis statement, thesis is supported; high quality and creativity in general.

_______/10 Total Points

Service Learning Option (20 points):
Each student has the option of performing 30 hours of service to the community in exchange for partial
course credit - rather than writing the 2nd research paper (= 20 points including an oral presentation).
Students must select the service-learning option by February 21, 2013. Students selecting the service-
learning option are NOT required to complete research paper 2; instead students are required to keep a weekly journal (Reflection Journal) providing entries that summarize what the student accomplished that week, reflect on the experience, as well as discuss how it relates to what we are studying in ETH123. The student will also keep timesheets (signed by their on-site supervisor). To complete the assignment, students must write a summary overview of their Reflection Journal and experience, and give an oral presentation to the class about the service learning experience. During mid semester, by April 4, 2013 students choosing the service learning option show the professor your reflections and timesheets so far. All final Reflection Journal entries, reflection summary/overview essay, and timesheets are due on the last day of classes May 16, 2013.

Service-Learning is… Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

The distinctive element of service-learning is that it enhances the community through the service provided, but it also has powerful learning consequences for the students or others participating in providing a service.


In addition to the service (community involvement) requirement, students must also maintain a reflective journal weekly. Journal entries must describe your activities at the service site. Students must also show how the activities relate to the course objectives and connect with issues and/or experiences discussed and covered in class. Reflective Journals are due the last day of classes May 16, 2013. The reflective journal should include weekly reflection entries, with a cover page and the final journal must include a 1-2 page overview essay about the experience, describing the organization/location, commenting on your weekly reflections, and connecting your experience to themes and objectives of this course. Also include your signed and validated time sheets. You will give a short oral presentation about your service learning to the class.

Order of items to turn in with Reflective Journal:

1. Cover page with your name, date, course name and section, professor’s name, title of assignment (Reflective Journal) and name and place of community service.
2. Overview essay commenting on the experience in general, tying in your experience to objectives, themes, issues and information from the course; reviewing your reflection entries, and description of the place where community service took place.
3. Weekly reflections in chronological order and labeled by date.
4. Time sheet signed and validated.

How to Apply…

1. Meet with Professor Gordon Nembhard to discuss your interest and potential sites.
2. Call, email or visit Connecting Classroom to Community to set up an appointment to discuss potential placement sites. See link on John Jay's website “Connecting Classroom to the Community” under “Current Students” link or http://www.ijay.cuny.edu/academics/1166.php.
3. Complete the service-learning application and the pre-service questionnaire on the website.
4. Bring the completed application and questionnaire with you to your interview with a representative from Connecting Classroom to Community. The representative will give you contact information for the appropriate site(s).
5. Contact a service-learning site supervisor to arrange an interview.
6. Have the site supervisor sign the agreement form.
7. Return the signed agreement form to Connecting Classroom to Community. Give Professor Gordon Nembhard a copy of all forms, by February 21, 2013.
8. Begin your service.
9. Provide mid-term updates to Professor Gordon Nembhard – journal entries so far and timesheets signed.
10. Complete your service hours, and assignments as per your course requirements. Complete the post-service questionnaire and return it to Connecting Classroom to Community along with service hour log and completed evaluation form.

Accept Syllabus:

_____ I have read the entire syllabus and understand the expectations and requirements of the course.

_____ I asked questions about what I didn’t understand.

_____ I know when the first assignment is due ____________________.

_____ The requirements for Paper 1 include:

______________________________________________________________

________________________________________________________________

Signed:_______________________________________________________

(Keep this copy for yourself, and sign the next page and hand in to the Professor.]
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

Date Submitted 9/15/14_________________

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

1.  
a. **Department(s) or program(s)** proposing this course__Art and Music____________

b. **Name** and contact information of proposer(s) _Erin Thompson________

   Email address(es) ___ethompson@jjay.cuny.edu_________________
   Phone number(s) ____646-549-1545___________________________

2.  
a. **Title of the course** ___Social Activism in the Visual Arts____________

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ____ Social Activism in Arts __________________

c. **Level** of this course ____100 Level ____200 Level _X_300 Level ____400 Level

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

Students will build on their skills of general art analysis, learned in a required pre-requisite Art course, in order to engage in a more focused study of the intersections of art and justice. While lower level Art courses require students to read a textbook, this course will draw on articles and excerpts from books, which present more challenging language and thought. Students will also be presented with readings arguing for different interpretations or approaches, and will be required to engage in advanced dialogue about relevant, difficult, and unsettled issues. These challenges will push students to practice their skills in critical reading and persuasive speaking. Finally, the culminating assignment of the course requires students to practice and integrate skills introduced in 100- and 200- level classes, namely, research, analysis, and sustained writing and presentation-development.

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

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.)
As the Department of Art & Music moves toward submission of an art major, we are developing a curricular program which includes 300 level coursework, as is appropriate for a student working towards a major, and which integrates student learning about art and its history with the justice mission of the college as a whole. More importantly, of course, the Department wishes to continue to develop courses that will attract and broaden the experience of all John Jay students, who are deeply interested in the topic of justice and its connections to other areas of experience, regardless of whether they are art majors or taking the course as an elective to complement their main field of study.

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.)

Art is a powerful tool for justice. This course examines the art generated by artists in North and South America, Europe, and Africa who fight for social justice in areas as diverse as immigrant rights, feminism, and anti-war protests. Students will learn about the historical, social, and political contexts of these art movements and will analyze the art closely, learning about the aims and techniques of artists working for justice. Emphasis is placed on firsthand experience of works of art; students will visit museums, meet protest artists as guest speakers, and create and analyze an original work of art, such as a photograph or short video, for their final projects.

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

   ENG 201, and any Art course, and Junior standing or above.

6. Number of:
   a. Class hours   __3__
   b. Lab hours     __0__
   c. Credits       __3__

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

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

8. **Learning Outcomes** (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?

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
1. **Learn how to evaluate evidence and arguments critically or analytically.**

Students will evaluate evidence and arguments analytically to assess reactions to works of art view by writing two *response papers* (15% of grade). For each paper, students will choose one work of art previously discussed in class and will gather evidence about the critical, public, and scholarly reaction to this artwork using a variety of sources such as newspaper articles, reviews, and scholarly articles or catalog entries. Students will then summarize and present the arguments about these works made by the public, critics, and scholars, analyzing these arguments to understand the historical contexts of these reactions and social biases underlying them.

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

Students will produce well-reasoned arguments using evidence to support conclusions in the *oral presentations* accompanying their small-group and final projects (respectively, 15% and 30% of grade). These assignments require students to prepare a PowerPoint presentation accompanied by an oral presentation and moderation of subsequent class discussion. Students will be assessed both of the content of their presentation, including the depth of their research and preparation and their use of evidence to support their conclusions, and the quality of their visual and oral presentation, including their ability to engage the class in discussion about their topic.

3. **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society.**

Students will develop their ability to apply the fundamental concepts and methods of art history to identify and discuss the relations between individual artists and societies in all assignments of the course, but this ability will be especially stressed on their *midterm examination* (15% of grade). In the midterm examination, students will be required to write short essays demonstrating that they can apply the fundamental concepts and methods of art history to identify and discuss the relations between individual artists and the societies in which they operated. Potential topics for these essays include the use of art for political propaganda in the Soviet Union; the French Realist artists’ commitment to pointing out social injustice through depictions of the underprivileged; and the use of architecture and city planning to attempt to create a new society. Students will practice applying the methodologies of art theory and criticism as vehicles for visual critique and analysis. Having learned these still, the presentations will require students to apply their skills of visual analysis to artworks and then analyze these artworks as the product both of an individual artist and a social milieu.

4. **Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world.**

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
Students will examine how struggles for justice have shaped the lives of artists throughout the world by affecting their experiences, values, or choices with regards to art and activism and how, in turn, the work of these artists in pursuit of justice has shaped their societies and cultures throughout the course, but especially in their small group presentation (15% of grade). Students will work in pairs to prepare and present a 5-7 minute PowerPoint presentation about an artist whose work is an example of the topic under discussion during the week of their presentation; for example, students could present the work of Felix Gonzalez-Torres as an example of an artist whose work deals with gay rights in the context of American, Cuban, and Puerto Rican cultures. Students will gather information, drawn from the suggested bibliography in the syllabus or from sources chosen in consultation with the professor, in order to prepare presentations that will give biographical details about the artist; discuss the social, political, economic, and historical factors that influenced the artist’s work, such as war, economic situations, social status, and etc.; give an overview of the artist’s career, focusing on 2-3 artworks or projects that the student will explain in depth, analyzing what injustice the artist was protesting with these works, the artist’s reason for choosing this injustice as a focus for his or her activism, and the public and critical reaction to these works; explain what factors in the artist’s relationship to larger society influenced the artist’s choice to use art for social activism; and include questions or prompts to start class discussion of this topic.

5. Analyze how struggles for justice have shaped societies and cultures throughout the world.

Students will analyze how struggles for justice have shaped the lives of artists throughout the world and how, in turn, the work of these artists in pursuit of justice has shaped their societies and cultures by identifying and engaging with local, national, and global social trends and ideologies that have inspired artists to point out injustices with their work and, via comparisons of art works, analyze the impact of these trends and ideologies on individual artists and the art-viewing public for their final project (30% of grade). For this project, students will create an original work of art dealing with a social justice issue and will present this work of art to the class, accompanied by a 10-15 minute PowerPoint presentation. In this presentation, students are required to present and analyze data, history, or other information about the social justice issue addressed by the artwork in order to explain the importance of this issue to the class; present and analyze at least two artworks from different time periods and locations that have addressed the same or similar social justice issues; analyze these artists’ reason for choosing this injustice as a focus for this work, explain how the works addresses the issue, analyze how these works are a product of their time and place; and present the public and critical reaction to these works; identify the individual and social factors that shapes artworks in each instance and which these artworks, in turn, sought to change; explain their goals for their artwork, including what audience the student hope to reach and what reaction they hope to inspire; explain how the work of the past artists they presented inspired and informed their work, including explaining what elements of their work they copied and why and what elements they did not include and why; and include questions or prompts to start class discussion of their artwork.
6. Differentiate multiple perspectives on the same subject

Students will gather, interpret, and assess information from a variety of sources and perspectives by writing an annotated bibliography (10% of grade). In preparation for their final projects, students will prepare and submit an annotated bibliography of sources. Students will choose at least three sources of information about artworks that address the social justice issue that will be the topic of their final project. These sources, drawn from the suggested bibliography in the syllabus or chosen in consultation with the professor, can include scholarly articles or book sections discussing the artworks, artists’ writings, newspaper reviews, articles, or other sources of information about critical and public reaction to artworks.

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)

Art minor. Please note that the course is intended to also be a crucial part of a planned Art major, which the department is currently developing.

10a. Will this course be part of JJ’s general education program?

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

**College Option:**

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

10b. Please explain why this course should be part of the selected area.

In this course, students will deepen their understanding of the potential contributions they can make to the global struggle for justice by engaging with the social, political, economic, and historical contexts of the use of art in struggles for justice throughout the world. Students will analyze how struggles for justice have shaped the lives of artists throughout the world and how, in turn, the work of these artists in pursuit of justice has shaped their societies and cultures.
Please see Question 8 for a detailed explanation of how the learning outcomes of this course match the Justice in Global Perspective learning outcomes.

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

- Every semester __X__
- Fall semesters only ____
- Spring semesters only ____

11. How will you assess student learning?

Students will be assessed on their small-group presentations based on research on the activism of an artist (25%); final project based on research on a social justice issue and an analysis of the treatment of this issue by a variety of artists (40%); midterm based on analytical analysis of works of art (20%); and attendance and participation (15%).

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

Yes __X__  No ___

- If yes, please state the librarian’s name ___Marta Bladek______________________
- Are there adequate resources in the library to support students’ work in the course
  Yes __X__  No ______

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

  ➢ The library catalog, CUNY+ __X__
  ➢ EBSCOhost Academic Search Complete __XD__
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) __X__
  ➢ LexisNexis Universe __X__
  ➢ Criminal Justice Abstracts
  ➢ PsycINFO
  ➢ Sociological Abstracts
  ➢ JSTOR
  ➢ SCOPUS
  ➢ Other (please name) __X__
  ➢ New York Times Historical File

13. Syllabus – see attached

14. Date of Department curriculum committee approval ___9/1/14__________________

15. Faculty - Who will be assigned to teach this course? __ Roberto Visani; Claudia Calirman; Erin Thompson________________________

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?

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

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

   ___X___ Not applicable
   _____No
   _____Yes. If yes, give a short summary of the consultation process and results.

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

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

19. Approvals:
    Roberto Visani

    Name of Chair giving approval, Proposer’s Department
John Jay General Education College Option  
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ART 3XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Social Activism in the Visual Arts</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Art and Music</td>
</tr>
<tr>
<td>Discipline</td>
<td>Art</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ENG 201; any Art course, and junior standing or above.</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description</td>
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</tr>
</tbody>
</table>

Sample Syllabus  
Syllabus must be included with submission, 5 pages max recommended

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

John Jay College Option Location  
Please check below the area of the College Option for which the course is being submitted. (Select only one.)

[ ] Justice Core  
[ ] Justice & the Individual (100-level)  
[ ] Struggle for Justice & Inequality in U.S. (300-level)  
[ ] Justice in Global Perspective (300-level)

[ ] Learning from the Past

[ ] Communication
# Learning Outcomes

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

## I. Justice Core II: Justice in Global Perspective

Please explain how your course meets these learning outcomes

Students will:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Learning Outcomes</th>
</tr>
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<td>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world</td>
</tr>
</tbody>
</table>

| Students will analyze how struggles for justice have shaped the lives of artists throughout the world and how, in turn, the work of these artists in pursuit of justice has shaped their societies and cultures by identifying and engaging with local, national, and global social trends and ideologies that have inspired artists to point out injustices with their work and, via comparisons of art works, analyze the impact of these trends and ideologies on individual artists and the art-viewing public for their **final project** (30% of grade). For this project, students will create an original work of art dealing with a social justice issue and will present this work of art to the class, accompanied by a 10-15 minute PowerPoint presentation. In this presentation, students are required to present and analyze data, history, or other information about the social justice issue addressed. | • Analyze how struggles for justice have shaped societies and cultures throughout the world |
Students will gather, interpret, and assess information from a variety of sources and perspectives by writing an **annotated bibliography** (10% of grade). In preparation for their final projects, students will prepare and submit an annotated bibliography of sources. Students will choose at least three sources of information about artworks that address the social justice issue that will be the topic of their final project. These sources, drawn from the suggested bibliography in the syllabus or chosen in consultation with the professor, can include scholarly articles or book sections discussing the artworks, artists’ writings, newspaper reviews, articles, or other sources of information about critical and public reaction to artworks.

- Differentiate multiple perspectives on the same subject
Art 3XX
Social Activism in the Visual Arts

Course Description: Art is a powerful tool for justice. This course examines the art generated by artists in North and South America, Europe, and Africa who fight for social justice in areas as diverse as immigrant rights, feminism, and anti-war protests. Students will learn about the historical, social, and political contexts of these art movements and will analyze the art closely, learning about the aims and techniques of artists working for justice. Emphasis is placed on firsthand experience of works of art; students will visit museums, meet protest artists as guest speakers, and create and analyze an original work of art, such as a photograph or short video, for their final projects.

Prerequisite: ENG 201, and any ART course, and Junior standing or above.

Learning Outcomes: Justice Core: Justice in Global Perspective

1. Students will apply the fundamental concepts and methods of art history to identify and discuss the social, political, economic, and cultural contexts of the art movements involved in the struggles for justice throughout the world.
2. Students will gather, interpret, and assess information from a variety of sources, including artists' writings, criticism, and documents concerning public reaction to artworks, in order to analyze how struggles for justice have shaped the lives of artists throughout the world and how, in turn, the work of these artists in pursuit of justice has shaped their societies and cultures.
3. Students will produce well-reasoned arguments about whether or not specific works of art succeeded in increasing public awareness, encouraging change, or otherwise having an impact in the area of justice by using evidence about public and critical reaction to support conclusions.
Assessment Tools and Grade Percentages:
- Participation: 15%
- Two Response Papers: 15%
- Midterm Exam: 15%
- Small-Group Presentation: 15%
- Annotated Bibliography: 10%
- Final Project: 30%

GRADES: Your grade is based on the assessment tools above. Grades are defined as follows.
- A Indicates EXCELLENCE in all aspects;
- B is considered GOOD, above average;
- C is considered FAIR, satisfactory, average;
- D is considered POOR, below average;
- F is FAILING, unacceptable work.

INC: Incomplete Grade requests are granted in extreme, documented circumstances only. All incomplete materials must be submitted within 30 days of the end of the semester.

EXTRA CREDIT: Your instructor is not obligated to offer extra credit. The term “extra credit” 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.

REQUIRED READING: Readings are detailed in the Outline below. No single textbook is required. Many readings are located on Blackboard. Where segments of books are required, the books are on Reserve in the College Library and/or the relevant pages are on Blackboard.

Student Responsibilities, Policies, and Resources:

Americans with Disabilities Act Policy: Students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor. (Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3; http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Attendance: Students are expected to attend all class meetings as scheduled. There will not be automatic penalizations for absences, but if you are not in class, you will lose opportunities to gain participation credit and will find it difficult to succeed in the course as a whole.

Plagiarism and Academic Integrity: Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of
responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College Undergraduate Bulletin, p. 36).

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Dates</th>
<th>Topic</th>
<th>Reading and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>TBD</td>
<td>Introduction to the Class and Historical Overview of Art in the Service of Power</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>TBD</td>
<td>Realism and Social Justice: Courbet and Manet</td>
<td>Excerpts from T. J. Clark, Image of the People: Gustave Courbet and the 1848 Revolution (1982) (15 pages)</td>
</tr>
<tr>
<td>3.1</td>
<td>TBD</td>
<td>Art and Revolution in Latin America: Diego Rivera and other Muralists</td>
<td>Diego Rivera, “The Revolutionary Spirit in Modern Art” (1922) (5 pages)</td>
</tr>
</tbody>
</table>
| 4.2  | TBD         | Nazi Art Policies | Excerpts from Penelope Curtis, ed., Taking
<table>
<thead>
<tr>
<th>Week</th>
<th>TBD</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
Note: we will form groups for our small-group presentations in class today. Please come prepared with an idea of which of the topics interest you. |
| 5.2  | TBD | Anti-War Artists: Dada | Tristan Tzara, “Dada Manifesto” (1918) (1 page) 
Richard Hülsenbeck and Raoul Hausmann, “What is Dadaism and what does it want in Germany?” (1919) (1 page) |
| 6.1  | TBD | Anti-War Artists: Vietnam War and Beyond | Response Paper 2 due. 
| 7.2  | TBD | Midterm (in-class) | |
Also browse artist’s website: http://www.greenjulie.com/thelastsupper.html |
<p>| 8.2  | TBD | Artists, the Death Penalty, and Other Quests for Legal Justice, cont. | Small-group presentations. |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Activity</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.2</td>
<td>TBD</td>
<td>Photography as a Tool for Justice, cont.</td>
<td>Small-group presentations.</td>
</tr>
<tr>
<td>13.1</td>
<td>TBD</td>
<td>Public Art, Street Art,</td>
<td>Small-group presentations.</td>
</tr>
</tbody>
</table>
ASSIGNMENTS

**Response Papers:** Students will write two 2-3 page response papers, due in Weeks 4 and 6. For each paper, choose one work of art we discussed in class and gather evidence about the critical, public, and scholarly reaction to this artwork. For example, you can look for newspaper articles, reviews, scholarly articles, and catalog entries about works in museum publications or museum websites. Please look at the bibliography at the end of the syllabus and talk to me as soon as you select your artwork for suggestions on where to start your research. Your paper should summarize and present the arguments about these works made by the public, critics, and scholars, analyzing these arguments to understand the historical contexts of these reactions and social biases underlying them.

**Midterm Examination:** The midterm examination will cover the material of the first half of the class, assuring that you have the basic understanding of the history of art and justice before we move into the special topic areas of the second half of the class. The examination will consist of three short essay questions that will require you to demonstrate that you can apply the fundamental concepts and methods of art history to identify and discuss the relations between individual artists and the societies in which they operated; in particular, your essays should apply the methodologies of art theory and criticism as vehicles for visual critique and analysis. Having learned these still, the presentations will require students to apply their skills of visual analysis to artworks and then analyze these artworks as the product both of an individual artist and a social milieu.
**Small-Group Presentation:** Students will work in pairs to prepare and present a 5-7 minute PowerPoint presentation during weeks 8-14 of class. A sign-up sheet will be distributed during week 3. You will present about an artist whose work is an example of the topic under discussion during that week; for example, you could present the work of Felix Gonzalez-Torres as an example of an artist whose work deals with gay rights. Please look at the bibliography at the end of the syllabus and talk to me as soon as you select your artwork for suggestions on your choice of artist and identify resources for finding information and images for your presentation. Your presentation should:

- Give the basic biographical details about the artist;
- Discuss the social and historical factors that influenced the artist’s work, such as war, economic situations, social status, and etc.;
- Give an overview of the artist’s career, focusing on 2-3 artworks or projects that you will explain in depth, analyzing what injustice the artist was protesting with these works, the artist’s reason for choosing this injustice as a focus for his or her activism, and the public and critical reaction to these works;
- Explain what factors in the artist’s relationship to larger society influenced the artist’s choice to use art for social activism; and
- Include questions or prompts to start class discussion of your topic.

You must submit a copy, via Blackboard, of your PowerPoint presentation within 24 hours of presenting it in class. Your presentation must include citations in the “notes” area of each slide to indicate the sources of your information for that slide. You will be assessed both of the content of your presentation, including the depth of your research and preparation and your use of evidence to support your conclusions, and the quality of your visual and oral presentation, including your ability to engage the class in discussion about your topic.

**Annotated Bibliography:** In preparation for their final projects, students will prepare and submit an annotated bibliography of sources they plan to use in their projects during Week 14. Choose at least three sources of information about artworks that address the social justice issue that will be the topic of your final paper. These sources could include scholarly articles or book sections discussing the artworks, artists’ writings, newspaper reviews, articles, or other sources of information about critical and public reaction to artworks. Please look at the bibliography at the end of the syllabus and talk to me as soon as you select your artwork for suggestions on where to start your research. For each source, create an annotated bibliography entry of no less than 300 words that:

- Includes a full citation for the source;
- Summarizes the source by describing its main arguments and explaining how the author supports them; and
- Provides your conclusions about the success and failures of this artwork's attempt to address this social justice issue.

You must attach copies of your three sources to your annotated bibliography.

**Final Project:** Students will create an original work of art dealing with a social justice issue and will present this work of art to the class, accompanied by a 10-15 minute PowerPoint presentation, during week 15 of class. You should meet with me as soon as possible after the
midterm to discuss plans for your artwork and the social justice topic it will address. Your presentation should:

- Present and analyze data, history, or other information about the social justice issue addressed by your artwork in order to explain the importance of this issue to the class;
- Present and analyze at least two artworks from different time periods and locations by past artists that have addressed the same or similar social justice issues. Analyze the artists’ reason for choosing this injustice as a focus for this work, analyze these artists’ reason for choosing this injustice as a focus for this work, explain how the works address the issue, analyze how these works are a product of their time and place; and present the public and critical reaction to these works; identify the individual and social factors that shapes artworks in each instance and which these artworks, in turn, sought to change (note: you may use a work from the artist you discussed in your small-group presentation and may re-use segments of that presentation, but you must edit and improve that presentation based on the feedback you received);
- Explain your goals for your artwork, including what audience you hope to reach and what reaction you hope to inspire;
- Explain how the work of the past artists you presented inspired and informed your work, including explaining what elements of their work you copied and why and what elements you did not include and why; and
- Include questions or prompts to start class discussion of your artwork.

You must submit a copy, via Blackboard, of your PowerPoint presentation within 24 hours of presenting it in class. Your presentation must include and image of your artwork and citations in the “notes” area of each slide to indicate the sources of your information for that slide. You will be assessed both of the content of your presentation, including the depth of your research and preparation and your use of evidence to support your conclusions, and the quality of your visual and oral presentation, including your ability to engage the class in discussion about your topic.

Further Bibliography and Full Citations for Readings


Israel, Matthew, Kill for Peace: American Artists against the Vietnam War (University of Texas Press, 2013).


Libeskind, Daniel, Jewish Museum Berlin (Verlag der Kunst, 1999).


MacPhee, Josh, Stencil Pirates (Soft Skull Press, 2004).


Reed, T.V., “Revolutionary Walls: Chicano/a Murals, Chicano/a Movements,” in *The Art of Protest: Culture and Activism from the Civil Rights Movement to the Streets of Seattle* (University of Minnesota Press, 2005).


New Course Proposal Form

Date Submitted 09/10/2014

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

1. a. **Department(s) or program(s)** proposing this course _____Criminal Justice BA (CJBA)____

   b. **Name** and contact information of proposer(s) __Chongmin Na____________________

      Email address(es) __cna@jjay.cuny.edu____________________

      Phone number(s) __212.393.6414____________________

2. a. **Title of the course** _Quantitative Inquiry of Problems in Criminal Justice II____

   b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule) __Quantitative Inquiry II_______________

   c. **Level** of this course _____100 Level _x_200 Level _____300 Level _____400 Level

   Please provide a brief rationale for why the course is at the level:
   Students apply acquired theories, research skills and tools to the study of criminal justice-related topics. Students develop skills in explaining, interpreting and solving problems.

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

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

   The CJBA major was revised in 2012 to better serve students who are interested in careers as policy analysts or consultants or who want to pursue graduate study. Despite its mission is to provide these students with the analytical skills to critically assess and improve criminal justice institutions, the department’s early assessment data suggest that the stats/method requirements need to be strengthened to achieve these goals. So the current CJBA 240 Quantitative Inquiry of Problems in Criminal Justice is being changed to a two-course sequence.
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course is the second part of a two course sequence in descriptive and inferential statistics designed to explore various ways statistics are utilized in the fields of criminal justice. It concentrates on inferential statistics, which are used to infer relationships among different variables of interest, generalizing them to the larger populations from which study samples are drawn. A variety of issues related to hypothesis testing will also be discussed.

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 201 as prerequisites):

ENG 101, MAT 108 or 141, CJBA 111, CJBA 240

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

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

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

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

   Students will
   - Understand various statistical concepts commonly utilized in criminal justice
   - Calculate and interpret a variety of common statistical operations.
   - Use data to identify problems and evaluate current approaches to these problems
   - Show insight on how statistical analyses (e.g., Chi-Square test, Z-test, T-test, F-test, Correlation, Regression) are used in practice and why they are so important
   - Use SPSS for data management and analysis.

   The CJBA major was revised to provide students with 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. The proposed course will strengthen the stats/method requirements to achieve these goals.

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)

Criminal Justice BA
Part Two. Research Methods

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

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

11. How will you assess student learning?
- Homework assignment
- Quiz
- In-class exam

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

Yes_____  No__x__

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

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

  ➢ The library catalog, CUNY+ ______
  ➢ EBSCOhost Academic Search Complete ______
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ______
  ➢ LexisNexis Universe ______
  ➢ Criminal Justice Abstracts ______
  ➢ PsycINFO ______
  ➢ Sociological Abstracts ______
  ➢ JSTOR ______
  ➢ SCOPUS ______
  ➢ Other (please name) __________________________
13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval ______9/19/2014_______

15. **Faculty** - Who will be assigned to teach this course? ______Chongmin Na, Brian Lawton, and Violet Yu_______

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
   
   __x__ No
   ___Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
   
   __x__ Not applicable
   ___No
   ___Yes. If yes, give a short summary of the consultation process and results.

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

19. **Approvals:**
    
    Evan J. Mandery
    
    Chair, Proposer’s Department
CJBA 241 (01)

Quantitative Inquiry II
T & TH 10:50am – 12:05pm
Classroom:

Course Description: This course is the second part of a two course sequence in descriptive and inferential statistics designed to explore various ways statistics are utilized in the fields of criminal justice. It concentrates on inferential statistics, which are used to infer relationships among different variables of interest, generalizing them to the larger populations from which study samples are drawn. A variety of issues related to hypothesis testing will also be discussed. The course will include the use of software applications for managing and analyzing data for quantitative inquiry. All examples will employ crime data and deal with issues in criminal justice.

Learning Outcomes: The primary goal of this course is to provide students with an understanding of various statistical concepts commonly utilized in criminal justice and the ability to calculate and interpret a variety of common statistical operations. Upon completion of this course, students will:
- Understand various statistical concepts commonly utilized in criminal justice
- Calculate and interpret a variety of common statistical operations.
- Use data to identify problems and evaluate current approaches to these problems
- Show insight on how statistical analyses (e.g., Chi-Square test, Z-test, T-test, F-test, Correlation, Regression) are used in practice and why they are so important
- Use SPSS for data management and analysis.

Texts

Prerequisites: ENG 101+ CJBA 111+ MAT 108 or MAT 141 + CJBA 240

Evaluation: Grades will be assigned as follows,

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>30%</td>
</tr>
<tr>
<td>Exam II</td>
<td>30%</td>
</tr>
<tr>
<td>Homework</td>
<td>40%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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</tbody>
</table>

(* Extra credit questions will also be given during each of three exams)

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69.9</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66.9</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62.9</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>
Class Format: Lectures and a variety of learning activities will be used during class. Weekly readings and other assignments will be required. This course utilizes BlackBoard (https://bbhosted.cuny.edu/webapps/portal/frameset.jsp) to provide easy access to important course information. You must be registered in this class and use your ID and password to log on to the site. This web site will include copies of the syllabus, lecture notes, extra readings, and will also contain class announcements, which contain information that all students are responsible to know. Grades will also be posted on Blackboard only. You are strongly encouraged to access this web site on a regular basis.

- For assistance with your John Jay accounts and John Jay Blackboard issues including help with your John Jay e-mail account and CUNY Portal log in problems, Please contact the John Jay DoIT Help Desk at helpdesk@jjay.cuny.edu or 212.237.8200.

CLASS POLICIES

- Attendance: All students are expected to attend every class as scheduled. Excessive absence may result in a reduced or even failing grade for the course because exams and assignments will cover lectures and in-class discussions.

- Make-up Policy: Make-up exams or extensions on assignments will not be given except in cases of an excused absence. Excused absences include: illness with a doctor's note, death in the immediate family, required school activities, and required court appearance. Proper written documentation is required. I must be notified in person or by email prior to missing an exam or assignment for me to consider giving you a makeup. If you know in advance that you will be absent for an exam or an assignment due date with an approved absence, you will be expected to take the exam or turn in the assignment prior to the due date.

- Plagiarism: Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
  - Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source;
  - Presenting another person’s ideas or theories in your own words without acknowledging the source;
  - Using information that is not common knowledge without acknowledging the source;
  - Failing to acknowledge collaborators on homework and laboratory assignments.

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

  (From the John Jay College of Criminal Justice Undergraduate Bulletin, 2013, p.231)

- Other Academic Dishonesty: It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Academic dishonesty will not be tolerated and violations will be reported to the University’s Office of Student Conduct. Academic dishonesty includes submission of materials for which students have already received a grade, either in the current course or a previous course. To avoid any confusion, students must inform the course instructor when the student is submitting a paper on a topic that the student has researched for another course.

- Classroom Behavior: The success of this class is dependent not only on my ability to convey new and abstract concepts and ideas, but also on our ability as a class to work together to create an environment conducive to learning. As a department and university, we expect the faculty and students to be prepared for class and to be actively engaged in the classroom activities. Unfortunately, disruptive behaviors in the classroom cheat other students of opportunities to learn. Classroom disruption is defined as "behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class." This includes such things as leaving the classroom repeatedly, making loud and distracting noises, and pursuing side conversations during the course lecture. This also includes, reading outside material, sleeping, text messaging and using laptops for non-academic functions (IM, e-mail, web surfing, etc.). Also please note that cell phones are to be turned off during class. Repeated classroom disruptions will result in being asked to leave the class and may ultimately affect the grade you receive. Repeated tardiness to class lectures will also be considered disruptive and may influence your final grade in the course. Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated.

- Grade disputes: If you have questions or concerns about your grade(s) and believe I should review them, you must submit a written request over email that describes your concern in detail. This request must be submitted within three business days after grades for the relevant assignment have been disseminated.
• **Communication:** If lectures or my office hours are canceled for any reason or if there are any other changes to information contained in the syllabus, I will post the information on the blackboard website and if time permits, announce them in class. All communication should occur via email or in person during my office hours.

• **Incompletes:** A grade of Incomplete may be given at the discretion of the instructor to students who are making satisfactory progress in a course. Incompletes are typically given for emergency situations which occur after the drop/withdrawal date but prior to the end of the semester, and which prevent student from completing course requirements. Incomplete grades may be assigned only on request by the student.

• **Students with Special Needs:** 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.
## Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Course Overview</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>- A Brief review of CJBA 240</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Research Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>From Estimation to Statistical Test: Hypothesis Testing for One Population Mean and Proportion</td>
<td>B&amp;P Ch. 8, K&amp;F</td>
<td>Homework # 1</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Discussion and SPSS practice *</td>
<td></td>
<td>(Ch. 8)</td>
</tr>
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<td><strong>Testing Hypotheses with Categorical Data</strong></td>
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<td><strong>Week 4</strong></td>
<td>Discussion and SPSS practice *</td>
<td>B&amp;P Ch. 9, K&amp;F</td>
<td>Homework # 2</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Hypothesis Tests Involving Two Population Means or Proportions</td>
<td>B&amp;P Ch. 10, K&amp;F</td>
<td>Homework # 3</td>
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<tr>
<td><strong>Week 6</strong></td>
<td>Discussion and SPSS practice *</td>
<td></td>
<td>(Ch. 10)</td>
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<td><strong>Week 7</strong></td>
<td><strong>Exam I – Review &amp; Practice</strong></td>
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<td><strong>Week 8</strong></td>
<td><strong>Exam I</strong></td>
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<tr>
<td><strong>Week 9</strong></td>
<td>Hypothesis Tests Involving Three or More Population Means or Proportions</td>
<td>B&amp;P Ch. 11, K&amp;F</td>
<td>Homework # 4</td>
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<tr>
<td><strong>Week 10</strong></td>
<td>Discussion and SPSS practice *</td>
<td></td>
<td>(Ch. 11)</td>
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<tr>
<td><strong>Week 11</strong></td>
<td>Bivariate Correlation and Regression</td>
<td>B&amp;P Ch. 12, K&amp;F</td>
<td>Homework # 5</td>
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<tr>
<td><strong>Week 12</strong></td>
<td>Discussion and SPSS practice *</td>
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<td>(Ch. 12)</td>
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<td><strong>Week 13</strong></td>
<td>Multiple Regression</td>
<td>B&amp;P Ch. 13, K&amp;F</td>
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<tr>
<td><strong>Week 14</strong></td>
<td>Discussion and SPSS practice *</td>
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<td><strong>Week 15</strong></td>
<td><strong>Exam II – Review &amp; Practice</strong></td>
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<td><strong>Exam II</strong></td>
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* For each statistical test (e.g., Chi-Square test, Z-test, T-test, F-test, Correlation, Regression), the instructor will give a lecture (the first week) and students will do the practice exercises under the supervision of the instructor (the following week).

**The instructor reserves the right to make appropriate changes in the syllabus. It is the student’s responsibility to keep updated on course information if he or she is absent.**

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New Course Proposal Form

Date Submitted_October 7, 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: __History__________________

   b. Name and contact information of proposer(s)_____Andrea Balis_____________

      Email address(es)___abalis@jjay.cuny.edu____________________________

      Phone number(s)___212-237-8132___________________________________

2. a. Title of the course  Doing History

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

   c. Level of this course  ___x_100 Level  ____200 Level  ___300 Level  ___400 Level

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

      This is an introductory course into the methodology of history. It will prepare history majors and minors for more advanced courses. The focus of the course is on hearing and seeing how the past can be explored. We focus on archival sources and how they are used to answer historical questions as the way to begin to understand how historians think.

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

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

   The History department at John Jay College has revised and refocused our Global History major over the last several years. Our focus has been to provide content knowledge as well as to help students develop the analytical tools necessary for their own intellectual growth. We also want to be sure that our students understand the value and importance of encountering and understanding the past – the things that inspire the study of history.

   As a result of our ongoing assessment of both the major and minor programs it became increasingly clear that students did not have the background skills and knowledge that would
make it possible for them to derive optimal benefits from the methodology and research components of the program. This course addresses these concerns and guarantees that our students are prepared to get the full benefit of more advanced courses. Specifically this course is preparation for the 200 level course in Historiography, and 300 level courses in Research methods.

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.)

Doing History – This course focuses on how historians think about things. The course will examine the distinctions among various kinds of history including political history, cultural history, material culture and social history. Each class will take advantage of the many museums, archives, monuments and memorials that New York City has to offer. The course provides background for other history courses but it also explores how historians look at the world and gives insight into the connections between the past and the present by examining sources, archival documents and historical objects which are available in various special collections and libraries.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): none

6. Number of:
   a. Class hours  ____3__
   b. Lab hours  ______
   c. Credits  ____3__

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

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

8. **Learning Outcomes** (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?

   All of the course outcomes are based on the History Department’s agreed upon Learning Outcomes. The bold type indicates departmental outcomes followed by the specific ways in which they are applied in this course.
a. Students will recognize and apply different historical approaches- Students will be able to demonstrate how a primary source can be used in a variety of ways depending on the approach used.

b. Students can formulate historical questions. Students will use hands on experience with primary source materials to develop historical questions, drawn out of the sources themselves. Students will practice how research in primary sources expands historical explorations by raising new questions.

c. Students will be able to evaluate the reliability and usefulness of different forms of historical evidence. Students will compare the primary sources they find with other kinds of sources from the same time period and will compare them. Students will be able to speculate on missing evidence. Students will compare their experiences with primary sources to secondary sources to evaluate the reliability of both.

d. Students will be able to construct a historical argument grounded in evidence from primary and/or secondary sources. Students will have direct practice in locating sources and in using them to present a well reasoned historical argument built around the evidence they are using.

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

_____No _____x_Yes

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

This course will be a requirement for both the major and minor in History. It will prepare History Majors for their required courses in Historiography and Research Methods.

It provides History Minors with an understanding of the ways in which historical evidence is collected and used, enabling them to place the other courses that they take in a methodological context.

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?

Student work will be assessed through a series of short papers, each of which reflects an understanding of a particular methodology or collection of sources. Students will use archival
sources and will also reflect on their experiences with different kinds of archival collections both online and at various New York City institutions. Students will also prepare and present research projects using archival primary source materials.

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

Yes____x___ No____

- If yes, please state the librarian’s name_ Kathleen Collins_____________________
- Are there adequate resources in the library to support students’ work in the course
  Yes____x____ No________

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

  ➢ The library catalog, CUNY+_x___
  ➢ EBSCOhost Academic Search Complete __x__
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) __x__
  ➢ LexisNexis Universe ______
  ➢ Criminal Justice Abstracts ____
  ➢ PsycINFO ____
  ➢ Sociological Abstracts ____
  ➢ JSTOR __x__
  ➢ SCOPUS ____
  ➢ Other (please name) _American History and Life__________________________

13. Syllabus – see attached

14. Date of Department curriculum committee approval: October 2014

15. Faculty - Who will be assigned to teach this course? _____various members of the History faculty_______________________

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

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

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

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

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

  _x__No

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

19. Approvals:

   Allison Kavey
   Chair, History Department
Course Description

This course focuses on how historians think about things. The course will examine the distinctions among various kinds of history including political history, cultural history, material culture and social history. Each class will take advantage of the many museums, archives, monuments and memorials that New York City has to offer. The course provides background for other history courses but it also explores how historians look at the world and gives insight into the connections between the past and the present by examining sources, archival documents and historical objects which are available in various special collections and libraries.

Section Description

We will base the course this semester on the plight of homeless and orphaned children in late 19th and early 20th century New York. These children were frightening to many people – mobs of street children who could turn violent at any moment. These children were a source of shame to well meaning reform minded citizens. These children were a manifestation and a symbol of a rapidly changing world that alarmed middle the middle class and seemed to threaten the established order.

Learning outcomes

a. **Students will recognize and apply different historical approaches**- Students will be able to demonstrate how a primary source can be used in a variety of ways depending on the approach used.

b. **Students can formulate historical questions**. Students will use hands on experience with primary source materials to develop historical questions, drawn out of the sources themselves. Students will practice how research in primary sources expands historical explorations by raising new questions.

c. **Students will be able to evaluate the reliability and usefulness of different forms of historical evidence**. Students will compare the primary sources they find with other kinds of sources from the same time period and will compare them. Students will be able to speculate on missing evidence. Students will compare their experiences with primary sources to secondary sources to evaluate the reliability of both.

d. **Students will be able to construct a historical argument grounded in evidence from primary and/or secondary sources**. Students will have direct practice in locating sources and in using them to present a well-reasoned historical argument built around the evidence they are using.

Required Texts

*The Allure of the Archives* by Arlette Farge –Yale University Press, 2013

*How the Other Half Lives* by Jacob Riis – you may use any edition that includes the photographs
Ragged Dick, by Horatio Alger (I have ordered the cheapest edition available at the JJ bookstore but you may use any edition you like.
All other readings will be available electronically.

Class Norms
I will contact you using your John Jay email so make sure you check it frequently.
Notices and assignments may be posted to BlackBoard so be sure to check frequently as well.

- Attendance is important. I will take attendance each class. Much of the work of the course will be done or discussed during class hours and missing classes will affect your grade. If you are unable to attend class you are still responsible for work you may have missed. Check with a classmate to be sure that you get notes and assignments for classes you have missed.
- Respect for others is a critical value for this class. This means disagreeing with others courteously and without interrupting. It means listening to others attentively without side conversations which are distracting to everyone.
- You may never text, check your mail, go on Facebook, or in any other way commune with your phone during class. That includes using your laptop for anything except taking notes. Should you be so tempted that you have to take out your phone during class you will be warned once, and then will have to put your phone on the podium until after class is over.
- All students are expected to contribute to all classes. If you do not volunteer you will be called upon. We are a community for the semester and everyone has to pull their weight.
- When speaking in class your voice must be audible and clear.
- Office hours are important and you must see me during mine before the end of the 6th week of class.

Course Requirements
- There will be 6 short papers worth 40% of the final grade
- There is a final project 30% of the final grade. It will be based on archival material. The details will be discussed in class.
- Quizzes, in-class writing and class participation worth 30% of the final grade.
- All reading must be done by the class in which it will be discussed
- Always bring a copy – but not on your phone – of that day’s reading.

All written work you turn in, except in class writing, must be typed. It must be grammatical and spellchecked.

You may not submit work electronically unless specifically told to do so. Otherwise all papers have to be submitted in hard copy and you should keep a draft of everything until the end of the semester.

Academic Integrity: Plagiarism is the presentation of somebody else’s ideas as your own; this includes material downloaded from the internet without citation. Plagiarism and cheating are extremely serious violations of academic behavior. In all written work, you must clearly indicate (using quotation marks and citations) when you are quoting or paraphrasing. **Plagiarism and cheating are extremely serious violations of academic behavior and can result in course failure, and/or disciplinary action.** If you are unsure of what constitutes plagiarism, please consult with your professors and/or the John Jay College Bulletin. The library also has free guides designed to help you with questions about documentation.
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings due</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>8/29</td>
<td>Introductions</td>
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<tr>
<td></td>
<td>Part 1 – The plight of orphans in New York in the 19th Century</td>
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<td>9/4</td>
<td>Leanne G. Rivlin and Manzo Lynne; “Homeless Children in New York City: A View From the 19th Century” Children’s Environmental Quarterly Vol 5, No 1; Spring 1988, 26-33</td>
<td>John Jay College Library worksheet Due</td>
</tr>
<tr>
<td>9/11</td>
<td>“Embryo Courtezans and Felons”: New York Police Chief George Matsell Describes the City’s Vagrant and Delinquent Children, 1849</td>
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<td>9/16</td>
<td>The Allure of the Archives (AA) “Traces by the Thousands” 1-23</td>
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<td>9/18</td>
<td>AA – “Paths and Presences” p. 23-42</td>
<td>Preliminary Project ideas due</td>
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<td>9/23</td>
<td>AA. “She has Arrived” p. 47-53</td>
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<tr>
<td>9/30</td>
<td>Field Trip – NYPL Rose Reading Room</td>
<td>Paper 2</td>
</tr>
<tr>
<td>10/2</td>
<td>AA, “Gathering and handling the Documents” p. 53-79</td>
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<td>10/7</td>
<td>Field Rip – New York Historical Society Library</td>
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<td>10/7</td>
<td>AA “Captured Speech” p. 79-114</td>
<td>Paper #3 (Archive reflection paper)</td>
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<td>10/9</td>
<td>History Today “What is Economic History” Vol. 35, No 3, 1983 (on blackboard)</td>
<td>Research plan for project due</td>
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<tr>
<td>10/14</td>
<td>History Today, “What is Political History”, Vol. 35, No 1, 1983</td>
<td>Paper 4 Due – You will be given a</td>
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<tr>
<td>10/16</td>
<td>History Today, “What is Cultural History”</td>
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<td>Date</td>
<td>Event/Assignment</td>
<td>Notes</td>
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<td>10/21</td>
<td>Field Trip to Museum of the American Indian</td>
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<tr>
<td>10/23</td>
<td>“What is material Culture” [link]</td>
<td></td>
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<td></td>
<td>Part 4 – Combining Many kinds of Sources</td>
<td></td>
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<tr>
<td>11/6</td>
<td>Homer Folks, Sections from <em>The Care of Destitute, Neglected and Delinquent Children</em>, 1907</td>
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<tr>
<td>11/11</td>
<td>Folks continued</td>
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<td>11/13</td>
<td>Independent research trips</td>
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<td>11/18</td>
<td>How the Other Half Lives</td>
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<td>11/20</td>
<td>How the Other Half Lives</td>
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<td>Ragged Dick</td>
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<td>Ragged Dick</td>
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<td>12/9</td>
<td>Presentations</td>
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<td>12/11</td>
<td>Presentations</td>
<td>Final Paper Due</td>
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<tr>
<td>12/18</td>
<td>Final class meeting – Wrap up</td>
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JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted __October 6, 2014___

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

1. a. Department(s) or program(s) proposing this course __Honors Program______________

   b. Name and contact information of proposer(s) __Valerie West, Dara N. Byrne___

      Email address(es) __vwest@jjay.cuny.edu; dbyrne@jjay.cuny.edu_
      Phone number(s) ___(212) 237-8387; (212) 237-8179____________

2. a. Title of the course __Capstone Seminar: Research and the Theme of the Common Good___

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ______ HON 4xx Capstone Seminar ____________

   c. Level of this course ___100 Level ___200 Level ___300 Level __x 400 Level

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

This course is taken by Honors Program students in the fourth year to provide them with an opportunity to integrate and apply what they have learned over the course of their time in the John Jay College Honors Program. The reading and writing assignments challenge students to make use of their knowledge of the core concepts of the Honors Program curricula and the common good theme. At the end of this course students produce a capstone project that demonstrates their breadth and depth in critical analysis, synthesis, integration, communication, and creativity. The Honors Capstone Seminar provides students with ongoing engagement with, and feedback from, faculty mentors, peers, and seminar faculty as they work to refine their capstone research. Students apply acquired research skills on a series of weekly assignments. Poster and panel presentations at Research and Creativity Week highlights their ability to write, read, and assess within or across their disciplines. Writing assignments are the appropriate length for Honors courses at this level and all work prepares students for completion of the senior capstone project.

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

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

All students in the Honors Program complete a year-long capstone research experience. In the fall semester, students choose one of two options to begin this capstone experience. Each option requires a research project. Option A enables students to design a research project exclusively within their majors under the guidance of a faculty member in the major. Option B enables students to design a research project that addresses and acts to solve a community-based problem relevant to the theme of the common.

In the spring semester students take the Honors Capstone Seminar to further refine the work they began in the fall and to present their senior projects to their classmates. The Honors Capstone Seminar also provides graduating seniors with the opportunity to discuss the relevance of their projects to the core concepts of the four-year program. Each student develops a series of reflection papers on the relevance of the theme of the program to their intellectual development and undergraduate experience.

As the sample syllabus shows, the course makes use of research on urban inequality. Class discussions, readings, and writing assignments further immerse students in the common good theme. Likewise, the interdisciplinary material challenges students to question and strengthen their capstone scholarship and to learn how to communicate its relevance to the core concepts of the Honors Program. The course culminates with students showcasing their capstone projects during Research and Creativity Week at John Jay.

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.)

All honors students will take part in the senior honors seminar. Students will present their senior projects and discuss the relevance of the project to the core concepts of the Honors program. Each student will develop a series of reflection papers on the relevance of the ‘common good’ theme to their intellectual and/or civic development throughout their undergraduate experience.

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

   ENG 201, HON 301 (or HON 398); Honors Program Code – Senior cohort; MHC Program Code -- Senior cohort

6. Number of:
   a. Class hours 3

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
b. Lab hours 0

c. Credits 3

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

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

a. Semester(s) and year(s): Spring 2014
b. Teacher(s): Professors Jama Adams, Fritz Umbach, Valerie West
c. Enrollment(s): Spring 2014: 54 students across 3 sections
d. Prerequisites(s): HON 301 or 398; HP program code -- Senior cohort; MHC program code -- Senior cohort

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

Students will:

- Critically evaluate concepts of community and the common good and understand the relationship between these concepts.
- Analyze the interdisciplinary perspective in their own, and their classmates, capstone projects.
- Evaluate the relevance of their capstone project to global issues.
- Present the results of their research to the seminar for discussion and evaluation.
- Articulate the ways in which they applied leadership skills to their capstone project.
- Evaluate the work presented in the context of implementation within the community.

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)

Honors Program – Senior Cohort; MHC Senior cohort

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

No ____x____  Yes ______  If yes, please indicate the area

11. How will you assess student learning?

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
This course assesses student learning through a combination of short papers, the continuation of the fall semester capstone work, class discussion, and an oral presentation.

The grade for this course is based on (1) the Honors capstone project (40%), (2) 9 essays (30%), (3) the capstone progress report (10%), (4) the capstone presentation during Research Week (10%), and (5) class participation (10%).

1. **Capstone Project – 40%:**
The final third of the course will be devoted to the final Honors senior capstone submission. All students are required to begin a project in the Fall semester that addresses a common good concern, either as research with a faculty mentor in their major or as a collaboration with a community-based organization. The capstone project continues into the spring semester, regardless of whether their major capstone concludes in the fall. The Honors capstone is a full year project and the final submission should represent a significant investment in time. Faculty mentors from their major work with students to determine the length, methods, and theories that are best suited for the research question under consideration. Faculty mentors submit an end of year evaluation that is factored into their Honors capstone project grade.

2. **Writing Assignments – 30%:**
The writing in this class is designed to stimulate critical thinking and analysis, as well as creativity and thoughtfulness about the common good theme. Students will use various methods to reflect on what they have learned over their years in the program and the ideas that emerge from that learning. The writing assignments include academic and scholarly responses to readings, short summaries, reflections, peer reviews, and self-critiques as they relate to the final capstone project and the program theme.

3. **Capstone Presentations – 10%**
Students are required to submit proposals for Research Week and to present their work either as a poster or panel presentation. Celebrating Research and Creativity Week is scheduled from April 28 to May 2 at John Jay. The Honors Program has its own Capstone Research Competition. Students are encouraged to participate but do not receive a grade in this class for doing so.

4. **Capstone Progress Reports – 10%**
Students completed a capstone proposal in the fall semester prior to taking the Honors Capstone Seminar. At the start of the spring semester they will submit a three-page progress report. Students will describe any changes that have been made to the initial fall proposal as well as an updated spring semester work plan. Faculty mentors must sign and date the progress report.

5. **Class Participation – 10%:**
In the first two-thirds of the course, discussion will center on research about urban inequality and the varying approaches to solving such problems. Class discussions will engage with issues and theoretical debates that emerge from the readings and their relevance to the common

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
good theme of the program. During the last third of the course, discussion will focus on students’ individual research and the methodologies they use to address their research questions.

Throughout the semester, there will be 8 writing assignments (ranging from 2-5 pages). Other assignments or “homework” may be given at any time.

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

Yes _x__ No____

• If yes, please state the librarian’s name _____________________________

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

Yes _x__ No________

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

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval __October 7, 2014__ (Honors Program approval) __________

15. Faculty - Who will be assigned to teach this course? __Qualified John Jay faculty____

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

_x__ No

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

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

19. Approvals:

   Chair, Proposer’s Department
COURSE DESCRIPTION AND GOALS

All honors students will take part in the senior honors seminar. They will present their senior projects in their major and discuss the relevance of the project to the core concepts of the Honors program. Each student will develop a series of reflection papers on the relevance of the ‘common good’ theme to their intellectual and/or civic development throughout their undergraduate experience.

SPRING 2014

The goal of this course is for you to develop the analytical skills necessary to examine the theoretical underpinnings of construction of the common good. Each student will present their senior projects in their major and discuss the relevance of the project to the core concepts of the Honors program. The course this semester will focus on urban inequality.

COURSE REQUIREMENTS*

Readings are assigned on the day that they are due. All readings should be completed prior to the assigned class. Readings are drawn from original texts. All readings for the class are available on Blackboard, or from the original source. Each student will be assigned the responsibility of providing outlines and questions for class discussion. In addition, there are several focused writing assignments (40%) and in class exercises. All assignments are due prior to class, and are submitted via turnitin.com. Each student will complete a capstone project (40%). The culmination of this course is the completion of your senior projects and the presentation of your projects during John Jay’s Research week. Each of you already has a faculty advisor who is working with you in your home discipline.

LEARNING OUTCOMES

Students will:

- Critically evaluate concepts of community and the common good and understand the relationship between these concepts.
- Analyze the interdisciplinary perspective in their own, and their classmates.
- Evaluate the relevance of their research project to global issues.
- Present the results of their research to the seminar for discussion and evaluation.
- Articulate the ways in which they applied leadership skills to their capstone project.
- Evaluate the work presented in the context of implementation within the community.
ASSIGNMENTS AND GRADING

All written assignments must be submitted via turnitin.com prior to the start of class. Assignments submitted in any other way will not be accepted. A copy of all assignments will also be submitted in class the day the assignment is due.

Writing Assignments:
There are 9 focused writing assignments. Each assignment will be based on course materials. These assignments are of varying length and will address a specific question in the course material. Assignments written outside of class will be submitted via Turnitin.com.

Capstone Projects:
Students must submit their Honors senior capstone projects on the Honors Program day of Research Week.

Research Week:
Students are required to submit proposals for Research Week. Students are encouraged to present their work during Celebrating Research and Creativity Symposium April 28 to May 2 at John Jay.

GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Capstone Project</td>
<td>40%</td>
</tr>
<tr>
<td>Writing/Course Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Capstone Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Capstone progress report</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

1. Capstone Project – 40%:
The final third of the course will be devoted to the final Honors senior capstone submission. All students are required to begin a project in the Fall semester that addresses a common good concern, either as research with a faculty mentor in their major or as a collaboration with a community-based organization. The capstone project continues into the spring semester, regardless of whether their major capstone concludes in the fall. The Honors capstone is a full year project and the final submission should represent a significant investment in time. Faculty mentors from their major work with students to determine the length, methods, and theories that are best suited for the research question under consideration. Faculty mentors submit an end of year evaluation that is factored into their Honors capstone project grade.

2. Writing Assignments – 30%:
The writing in this class is designed to stimulate critical thinking and analysis, as well as creativity and thoughtfulness about the common good theme. Students will use various methods to reflect on what they have learned over their years in the program and the ideas that emerge from that learning. The writing assignments include academic and scholarly responses to readings, short summaries, reflections, peer reviews, and self-critiques as they relate to the final capstone project and the program theme.

3. Capstone Presentations – 10%:
Students are required to submit proposals for Research Week and to present their work either as a poster or panel presentation. Celebrating Research and Creativity Week is scheduled from April 28 to May 2 at John Jay. The
Honors Program has its own Capstone Research Competition. Students are encouraged to participate but do not receive a grade in this class for doing so.

4. Capstone Progress Reports – 10%
Students completed a capstone proposal in the fall semester prior to taking the Honors Capstone Seminar. At the start of the spring semester they will submit a three-page progress report. Students will describe any changes that have been made to the initial fall proposal as well as an updated spring semester work plan. Faculty mentors must sign and date the progress report.

5. Class Participation – 10%
In the first two-thirds of the course, discussion will center on research about urban inequality and the varying approaches to solving such problems. Class discussions will engage with issues and theoretical debates that emerge from the readings and their relevance to the common good theme of the program. During the last third of the course, discussion will focus on students’ individual research and the methodologies they use to address their research questions.

Throughout the semester, there will be 8 writing assignments (ranging from 2-5 pages). Other assignments or “homework” may be given at any time.

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

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

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (From the John Jay College of Criminal Justice Undergraduate Bulletin, pp. 38-39)

OTHER COURSE POLICIES
Attendance/Punctuality/Participation
a. Students must arrive on time for class, and attend classes regularly. Students may miss up to two classes; upon the third absence, the student will be withdrawn from the class or given a grade of F.
b. Each two instances of arriving late for class will count as an absence.
c. In-class exercises cannot be made up outside of class or at a later date for credit.

Classroom Conduct
a. No use of cell phones or other electronic devices in class, unless pre-approved by the instructor. Students are expected to be respectful of each other and the professor during class.
b. It is expected that students will not speak when others are speaking, and that all classroom discussants will be cognizant of the importance of forcefully stating an argument without ever attacking another student personally.
c. Active use of derogatory language will not be tolerated: we may discuss derogatory language, and we may analyze it, but we will not use it to hurt others. Violations of these standards of behavior may lead, in extreme cases, to dismissal from the classroom.
Incompletes
An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

Withdrawal Procedure
Ceasing to attend class or verbal notice thereof by you does not constitute official withdrawal.

Accessibilities Students
If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 93-3112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact The Accessibilities Office (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided.

COURSE SCHEDULE

UNIT I: URBAN INEQUALITY

Week I: January 30
Course Introduction
Brief introduction to research questions, methods, and evidence
Submit your capstone progress report and be prepared to present.

DUE: CAPSTONE PROGRESS REPORT (faculty mentor must approve)

Week II: February 6
Framing the Research Question
Michael Katz, “Poverty and Inequality in the New American City” pp. 36 – 56 from The Price of Citizenship (Metropolitan Book, 2001)

Writing Assignment 1: Examining Your Capstone Research Questions

Week III: February 13
Supporting the Researcher’s Position
View Burn available at http://www.hulu.com/watch/560584

Writing Assignment 2: Filling Holes In Your Research

Week IV: February 20
Drawing Conclusions

Writing Assignment 3: Answering the Answerable Question

Preparing your Research Week Proposals
Week V: February 27  
The Impact of Common Good Research

In class exercise editing your Research Week proposals

Writing Assignment 4: Reflecting on the Impact of Your Work

UNIT II: RESEARCH AND A CHANGING GLOBAL CONTEXT OF THE INDIVIDUAL

Week VI: March 6:  
Student Research Week Proposals due
Submit online at the Office of Undergraduate Research
http://www.jjay.cuny.edu/academics/4305.php
“Invisible Child” from the New York Times, 9 December 2013 parts 1-5
(http://www.nytimes.com/projects/2013/invisible-child/#/?chapt=1) Read the online version

Writing Assignment 5: Disseminating Your Research
(We will also discuss publications, conferences, and poster presentations)

Week VII: March 13  
Re-reading and Critiquing Conclusions


Writing Assignment 6: Critiquing Your Peers

Week VIII: March 20  
Re-reading and Critiquing Conclusions

Sampson, Robert J. (2009), Racial Stratification and the Durable Tangle of Neighborhood Inequality The Annals Volume 621:260-80

Writing Assignment 7: Revising and Resubmitting

Week IX: March 27  
The Impact of Common Good Research II


Draft RW Posters and Presentations are due April 17 and 25th

Writing Assignment 8: Reflecting on the Impact of Your Work

UNIT III: PRESENTING STUDENT RESEARCH

Week X: April 3  
Spring Break

Week XI: April 10  
Spring Break

Week XII: April 17  
Developing Your Research Paper into a Panel Presentation and Poster Presentation
Research Week Presentations & Posters: In class presentation and poster critiques

Week XIII: April 24
Developing Your Research Paper into a Panel Presentation and Poster Presentation

Research Week Presentations & Posters: In class presentation and poster critiques

Week XIV: May 1

Celebrating Research and Creativity Symposium April 28 to May 2
Seniors from all three sections attend each others presentations

Honors Program Capstone Competition May 2nd

DUE: Capstone Research Final Projects

Week XV: May 8

Capstone Experience Feedback & Reflection

Students will receive comments from their mentors and will submit a report/reflection on their year long experience.

Writing Assignment 9: Reflecting on the Common Good Experience (Due no later than May 22nd)

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

New Course Proposal Form

Date Submitted __10-27-14_________________

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

1. a. Department(s) or program(s) proposing this course Modern Languages & Literatures

   b. Name and contact information of proposer(s)___Raúl Rubio

      Email address(es)___rrubio@jjay.cuny.edu
      Phone number(s)___305-987-1987

2. a. Title of the course _______ Spanish for the Professional

   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst)  Spanish for the Professional

   c. Level of this course _____100 Level   ____X____200 Level _____300 Level _____400 Level

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

Spanish for the Professional (Spa 2XX) is appropriate for students above the intermediate level (202) and through the advanced level. The course provides an overview of professional language skills in a wide-range of fields, taking into account the development of the language proficiency skills (reading, writing, speaking and listening) within a cross-cultural context. It is the only course of its kind within our department’s offerings and serves as a bridge between the intermediate level and the upper level courses. It can also serve as a entryway for students that have attained the intermediate level but have not taken college-level courses in Spanish before. Within a thematic professions-oriented framework (public service, human services, legal, and related business fields) it fosters advanced communication and inter-cultural competency, by having students hone their Spanish by completing skills-specific tasks related to professional settings (interviews, presentations, project development, etc.). This course serves as one of the Elective options for the Spanish Minor and a required course for the Major in the literature and culture concentration; it can also be beneficial for non-Major/Minor students who wish to expand and professionalize their existent Spanish-language skills.
d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): ____SPA_______

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.)

Spanish for the Professional (200-level) expands Spanish-language proficiency at the Intermediate-Advanced level. The course provides written and oral practice through hands-on real-life activities that engage in expanding language and cultural competency in order to develop advanced-level communications skills. Focus is placed on the development of business and legal language skills and inter-cultural competency needed for a wide variety of fields, including law, public service, advocacy, and human services. Students will develop projects, presentations, and a portfolio containing a professional resume, among other items. The course fulfills one of the elective categories within the Spanish Major/Minor, yet Majors from a wide-range of fields can benefit from this course. The course is specifically geared for students who would like to expand and professionalize their already existent Spanish-language skills in order to use Spanish for their chosen career.

General themes for the course include: an overview of professional and specific vocabulary for fields, numeric systems, the study of technology practices [e.g. the Internet], formal letter writing, and case studies pertaining to different fields. Oral and writing proficiencies, critical and cultural analysis, are developed through activities such as: professional interviews and presentations, mock meetings, and round table discussions with invited guests. With the aid of the workbook the course also provides extensive practice of technical content, contracts, proposals, as well as aiding the development of a career portfolio. Cultural components are intermingled throughout the course, offering approximation to the diverse administrative practices and cultural contexts of the Spanish speaking locations of the Hispanic world. Students will benefit from supplementary materials from current journals, periodicals, and media.

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.)

Spanish for the Professional (200-level) expands Spanish-language proficiency at the Intermediate-Advanced level. The course provides written and oral practice through hands-on real-life activities that engage in expanding language and cultural competency in order to be successful in the professional workplace. Focus is placed on the development of business and legal communication skills and inter-cultural competency needed for a wide variety of fields, including law, public service, advocacy, and human services.

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

ENG 101; and SPA 202 or 212 or placement exam

6. Number of:
   a. Class hours ___3___
b. Lab hours ______
c. Credits _____3____

7. Has this course been taught on an experimental basis?
   _____ No _____ Y Yes. If yes, then please provide:
   a. Semester(s) and year(s): Spring 2010, Spring 2011
   b. Teacher(s): Raúl Rubio
   c. Enrollment(s): Spring 2010: 21 students; Spring 2011: 28 students
   d. Prerequisites(s): ENG 101 and the successful completion of a Spa 200 class.

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

*These learning outcomes reference the Spanish Major Proposal that is to take effect Fall 2015 - Program Learning Outcomes (Section II, Page 17).

-Students will demonstrate their ability to express themselves and communicate effectively in professional settings in the target language via oral and written formats through class discussions, oral presentations, written assignments (of a wide-range, mid-term and final exams, a portfolio, and a business/organizational plan.

-Students will demonstrate their ability to respond to informational and specialized texts through written assignments and oral presentations (including descriptions, ads, position pieces, formal letters, etc.) in order to prove their understanding of the intended text’s hypothesis, argumentation, and supported opinions. Students will further demonstrate their understanding of a diverse variety of language and cultural sources by listening, observing, analyzing and adapting professional and cultural contexts.

-Students will conduct and engage in the practice of professional activities such as Interviews, surveys, short oral presentations, presentation of documents (such as a resume, formal letters, and work-related reports) in order to demonstrate their effective communication skills. Students will further demonstrate the development of their professional Spanish by completing a project pertaining to the creation and implementation of a company or organization (profit or not-for-profit).

-Students will explore and respond to cultural products, via written reports and oral presentations (such as print and non-print business-related materials including virtual, media, news and business reports, etc.) in order to demonstrate their critical comprehension skills of the target language. Students will further demonstrate their response to these products by keeping a reflective journal in which they comment on the different lessons and topics discussed in class, as well as any relevant information they have learned outside of class.

-Students will promote critical distance by self-critiquing their work and by pairing into dyads to critique on another’s work weekly in order to develop communication skills for professional settings. Depending on the assignment, they will receive a description of their role and responsibility. The emphasis is on spontaneous speech, but the situations will reflect, to
some degree, linguistic functions and cultural, historical, business or administrative topics covered in class. The elaboration of collaborative work will result in an end product (reporting back to whole class, turning in a deliverable, or presentation).

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

_____ No  _____ Yes

If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
- Spanish Minor (200-level category)
- Spanish Major (200-level Required Course for Lit & Culture Concentration)

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

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

11. How will you assess student learning?

Students will engage in various activities of self-assessment. These include self-assessment activities (in order to provide room for improvement) and the other via the graded portions of the course. Enrichment tools (such as practice opportunities and peer evaluation) will also contribute to student assessment. The instructor will engage student learning via a wide-range of assessments including, class participation, presentations, tests, quizzes, assignments, Midterm and Final Exam, and a semester-long career portfolio. A self-reflexive journal is also a component. Drafting activities will also offer opportunities for self-prognosis and student learning.

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

Yes____ No____

- If yes, please state the librarian’s name  _Kathleen Collins_________
- Are there adequate resources in the library to support students’ work in the course  Yes____ No____
- Will your students be expected to use any of the following library resources? Check all that apply.
13. Syllabus: see attached

14. Date of Department curriculum committee approval ___September, 2014_______

15. Faculty - Who will be assigned to teach this course? ___ Raúl Rubio

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

19. Approvals:
   Silvia Dapía, Chair, Department of Modern Languages and Literatures
Professor Rubio  
Department of Foreign Languages and Literatures  
John Jay College of Criminal Justice, CUNY  
rubio@jjay.cuny.edu  
Office Location: Department of Foreign Languages and Literatures, 7th Floor  
New Building, 899 West Tenth Avenue  
Office Hours: Tuesdays and Thursdays, by appointment.

Course Description:
Spanish for the Professional (200-level) expands Spanish-language proficiency at the Intermediate-Advanced level. The course provides written and oral practice through hands-on real-life activities that engage in expanding language and cultural competency in order to be successful in the professional workplace. Focus is placed on the development of business and legal communication skills and inter-cultural competency needed for a wide variety of fields, including law, public service, advocacy, and human services.

Prerequisites: ENG 101, and SPA 202 or 212 or placement exam

Learning Outcomes & Course Objectives:
- Students will demonstrate their ability to express themselves and communicate effectively in professional settings in the target language via oral and written formats through class discussions, oral presentations, written assignments (of a wide-range), mid-term and final exams, a portfolio, and a business or organizational plan.
- Students will demonstrate their ability to respond to informational and specialized texts through written assignments and oral presentations (including descriptions, ads, position pieces, formal letters, etc.) in order to prove their understanding of the intended text’s hypothesis, argumentation, and supported opinions. Students will further demonstrate their understanding of a diverse variety of language and cultural sources by listening, observing, analyzing and adapting professional and cultural contexts.
- Students will conduct and engage in the practice of professional activities such as Interviews, surveys, short oral presentations, presentation of documents (such as a resume, formal letters, and work-related reports) in order to demonstrate their effective communication skills. Students will further demonstrate the development of their professional Spanish by completing a project pertaining to the creation and implementation of a company or organization (profit or not-for-profit).
- Students will explore and respond to cultural products, via written reports and oral presentations (such as print and non-print business-related materials including virtual, media, news and business reports, etc.) in order to demonstrate their critical comprehension skills of the target language. Students will further demonstrate their response to these products by keeping a reflective journal in which they comment on the different lessons and topics discussed in class, as well as any relevant information they have learned outside of class.
- Students will promote critical distance by self-critiquing their work and by pairing into dyads to critique on another’s work weekly in order to develop communication skills for professional settings. Depending on the assignment, they will receive a description of their role and responsibility. The emphasis is on spontaneous speech, but the situations will reflect, to some degree, linguistic functions and cultural, historical, business or
administrative topics covered in class. The elaboration of collaborative work will result in an end product (reporting back to whole class, turning in a deliverable, or presentation).

**Course Details:**
The textbook for the course, *Éxito Comercial: prácticas administrativas y contextos culturales* (5th Edition) is based on lessons pertaining to the administrative practices of the professional marketplace, inclusive of the Hispanic markets worldwide. This is done in order to support the development of professional language skills and cultural knowledge pertaining to a wide-range of fields. Students also benefit from supplementary materials from current journals, periodicals, and media.

**Required Texts:**
*Éxito Comercial: prácticas administrativas y contextos culturales* (5th Edition)
Heinle Cengage, 2010
Editors: Michael Scott Doyle & Bruce Fryer

**Spanish language newspapers online:**
- www.eltiempolatino.com
- www.washingtonhispanic.com
- www.elnuevoherald.com
- www.diario.com.mx/

**Grading:**

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<th>Grade</th>
<th>Minimum Score</th>
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<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
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<td>F</td>
<td>0-59.9</td>
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**Class attendance:**
Class attendance to all class meetings is required. Full preparation and participation during every class meeting is expected and is indicative to the success of the course. Attendance as well as motivation and preparation for all classes are a critical part of the grade. Unexcused absences will lower your grade significantly. You must immediately provide notice of emergencies upon your return. Furthermore, please inform the Professor via e-mail of ANY absences, prior to the absence. In case of Emergency, please send the Professor an e-mail announcing your absence. Tardiness will lower the grade significantly.

**Preparation for class meetings:**
Students are required to complete readings and activities of the covered chapter before the class meeting. Students must have read and be familiar with the content of this chapter before the class meeting.

**Criteria:**
- Preparation/Participation: 20%
- Compositions/HW Assignments/Journal: 20%
- Project: 10%
- Presentations and Oral Proficiency: 10%
- Portfolio: 10%
- Interview/Entrevista: 10%
- Midterm Exam: 10%
- Final Exam: 10%

**Grading Criteria and Assignment Explanations:**
*Preparation and participation* [20%] is of extreme importance. Students are expected to be fully prepared and motivated for each class meeting. Class attendance is expected for all
meetings, except under extreme cases of emergency (check note on Absences). Voluntary participation for all activities is valued and expected.

**Compositions/ HW Assignments & Journal [20%]** will include a variety of work practices and readings as well as other activities. It will also include a CV, a presentation letter, writing proposals, contracts, and general written related assignments. A Journal will be kept in order for students to engage in self-assessment and critical reflection.

**Project – Business or Organization Proposal [10%]** This course component is a business/organization proposal. It should include the following parts: 1. Explanation of the Business or Organization Idea & Mission (2 pages); 2. Employee Structure Breakdown (positions and responsibilities); 3. A small-scale Publicity and Marketing Campaign; 4. A description of a specific project for the company with possible results.

**Presentations and Oral Proficiency [10%]** Your oral skills and spoken language capacity are important in language acquisition. The component involves your general oral development in the course. It consists of your improvement in day to day speech as well as that demonstrated in Mini-Presentations throughout the semester. It will also include one professional presentation at the end of the semester.

**Portfolio [10%]** is a binder containing the important materials completed throughout the semester [e.g. H.W. assignments, CV, introduction letter, project summaries, etc.]

**Interview / Entrevista [10%]** An in class interview involving two students. Paired by the instructor. Questions will be drafted and the interviews will be conducted in class.

**Final Exam [10%]** a mid-semester assessment of learning.

**Websites [Sitios en la red]:**
Instituto de Investigaciones Jurídicas: [www.juridicas.unam.mx](http://www.juridicas.unam.mx) [www.toolboxpro.org](http://www.toolboxpro.org/)
[www.peacecorps.gov/wws/](http://www.peacecorps.gov/wws/)
[www.kwintessential.co.uk/](http://www.kwintessential.co.uk/)
[www.ing.com](http://www.ing.com) [www.cyberschoolbus.un.org](http://www.cyberschoolbus.un.org)

**AMERICANS WITH DISABILITIES ACT (ADA) POLICIES**
"Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 1233N (212-237-8144). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor."

**Statement of the College Policy on Plagiarism**
Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's
responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards)

Evaluation Criteria for Participation

Exemplary
- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- never uses English in discussions and group activities
- asks questions only in the target language
- is always prepared and demonstrates a minimum of errors
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

Proficient
- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers
- occasionally resorts to English

Marginal
- participates more passively than actively
- tends to use English, especially in small group activities when the instructor is not nearby
- gives one
- is frequently not well prepared

Unacceptable
- participates grudgingly or not at all
- speaks mostly English in discussions and small group activities
- generally does not cooperate in group activities
- has many errors, makes no effort to correct.

Please Note: Rubrics for Writing Assignments, Oral Presentations, and Specific Assignments are in the un-abbreviated syllabus.
# Course Schedule
**Spanish 299 – Spring 2013**
**Professional Spanish**

Spring 2013 - Tuesday and Thursday Schedule

**TENTATIVE CLASS SCHEDULE**
*Please note the daily syllabus may be subject to change.*
*Please pay attention to in-class or Blackboard announcements*
*For date and time of the final, consult the university examination schedule*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Topics</th>
<th>Capítulo</th>
<th>Tarea/ Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Course Introduction</td>
<td>Introducción al curso</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Introduction to the course &amp; evaluation Pre-Test</td>
<td>Look over course materials.</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Global Commerce &amp; the Hispanic Context</td>
<td>El comercio global y el contexto hispano</td>
<td></td>
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<tr>
<td></td>
<td>Capítulo 1: Los contextos del comercio global</td>
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<tr>
<td></td>
<td>In-Class Activity: Reaction to Online YouTube Interview Clips. <strong>Oral Presentation</strong></td>
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<tr>
<td></td>
<td>In-Class Activity: <strong>Class Discussion/Debate</strong>, Working Collaboratively. Act. 16 y 17</td>
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<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Commerce &amp; Numbers</td>
<td>El comercio y los números</td>
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<tr>
<td>2</td>
<td>Capítulo 1: La geografía y la población mundial</td>
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<tr>
<td></td>
<td>In-Class Activity: Distinguishing Fact from Fiction Actividad, 14. <strong>Pair Work - Reporting Back to class.</strong></td>
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<tr>
<td></td>
<td>In-Class Activity: <strong>Class Discussion/Debate</strong>, Working Collaboratively. Act. 16 y 17</td>
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<td></td>
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<tr>
<td>Topic</td>
<td>World Languages &amp; Spanish</td>
<td>Los idiomas del mundo y el español</td>
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<tr>
<td>3</td>
<td>Capítulo 1:Glosario de términos fundamentales</td>
<td></td>
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<tr>
<td></td>
<td>Reflective Journal, entry, group share, and <strong>Writing Assignment</strong> due. (Position paragraph)</td>
<td>HW for today: Prepare Journal Entry and Writing assignment.</td>
<td></td>
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<tr>
<td>Topic</td>
<td>Spanish-speaking Companies &amp; Organizations</td>
<td>La empresa o la organización</td>
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<td></td>
<td>Capítulo 2: Integridad y ética empresariales</td>
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<tr>
<td></td>
<td>Online Research and Group-share <strong>Oral Presentation</strong> Orally Present your findings pertaining to a Latin American or Spanish company.</td>
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<tr>
<td>Topic</td>
<td>Organizational Structure</td>
<td>La constitución de la empresa</td>
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<tr>
<td>4</td>
<td>Capítulo 2: La organización de la empresa</td>
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<tr>
<td></td>
<td>Reflective Journal Entry: Investigate and reflect on the definitions of management and roles in a company.</td>
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<td></td>
<td>Capítulo 2: La actualidad económica española</td>
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<tr>
<td></td>
<td>Composición # 1 y Quiz # 1 (Capítulo 1 y 2)</td>
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<td>HW for today: Reflective Journal Entry: Investigate and reflect on the definitions of management and roles in a company.</td>
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<tr>
<td>5</td>
<td>Capítulo 2: Síntesis comercial y cultural. P. 51.</td>
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<td></td>
<td>Repaso para el examen Midterm.</td>
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<tr>
<td>6</td>
<td>MIDTERM</td>
<td>La gerencia</td>
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<tr>
<td>7</td>
<td>Capítulo 3: La actualidad económica mexicana</td>
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<td></td>
<td>Cap. # 3: HW WB Actividad 1-6</td>
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<tr>
<td>11</td>
<td>Capítulo 3: En busca de seguridad económica. Collaborative Research and Reporting Back on &quot;El mercado libre&quot; y el &quot;Tratado de Libre Comercio de América del Norte.&quot; <strong>Oral Presentation in Group</strong></td>
<td>Cap. # 3: HW WB Actividad 7-12 HW for today: Collaborative Research and Reporting Back on &quot;El mercado libre&quot; y el &quot;Tratado de Libre Comercio de América del Norte.&quot; <strong>Oral Presentation in Group</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 8     | Capítulo 4: Custodia y control del dinero
Reflective Journal Entry: Investigate and reflect on banking in a specific Spanish-speaking country. | Cap. # 4: HW WB Actividad 1-7 HW for today: **Reflective Journal Entry:** Investigate and reflect on banking in a specific Spanish-speaking country |
| 9     | Capítulo 5: Las inversiones del capital en las propiedades
Contexto Cultural: Costa Rica y Nicaragua Group Reading and Reaction Discussion on U.S. investment in Costa Rica and Nicaragua | Cap. # 5: HW WB Actividad 1-6 |
| 12    | Composición # 3 y Quiz # 3 (Capítulo 5 y 6) | HW para hoy: Estudiar para el Quiz. Escribir la Comp. #3 |
| Topic | Human Resources y Labor Relations | Los recursos humanos y las relaciones laborales |
| 13    | Cap. 7: Lo femenino y lo masculino
<p>| Topic | Contemporary Venezuela &amp; Technology | La actualidad venezolana &amp; la |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Markets &amp; Publicity</th>
<th>Tecnología</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td><strong>Cap. 7: La actualidad económica venezolana</strong> Working Collaboratively Pair-Work, Reporting Back. Reading p.199. Each student should present a different perspective orally in class.</td>
<td><strong>Cap. 7: HW WB Activity 7-13 Lectura p. 199. La actualidad venezolana. HW Preparar comentarios en parejas sobre las distintas perspectivas.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Review &amp; Interviews</th>
<th>Mercados y publicidad</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Entrevistas Portfolios</td>
<td><strong>Composición # 4 y Quiz # 4 (Capítulo 7,8, 9) Entregar y repasar Borrador para la entrevista. La Prueba tendrá como parte hacer un anuncio (AD)</strong></td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
<td><strong>HW Preparar Composición 4. Estudiar para la Prueba 4 (Cap. 7, 8, 9) HW Hacer y entregar borrador para la Entrevista. HW Pensar en dos anuncios de publicidad para la prueba.</strong></td>
</tr>
</tbody>
</table>
Course Revision Form

Date Submitted: 9/22/2014

1. Name of Department or Program: Criminal Justice BA (CJBA)

2. Contact information of proposer(s):
   Name(s): Chongmin Na
   Email(s): cna@jjay.cuny.edu
   Phone number(s): 212.393.6414

3. Current number and title of course: CJBA 240, Quantitative Inquiry of Problems in Criminal Justice

4. Current course description: This course provides a foundation to quantitative inquiry and problem solving in criminal justice. Specific attention is paid to analyzing administrative and observational data about crime, punishment, and justice. The basics of statistical terms and concepts, the vital roles that research and statistics play in the study of criminal justice-related topics, and the procedures for managing and analyzing data for quantitative inquiry are covered. The course will include the use of software applications for data manipulation.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101, MAT 108 or 141, CJBA 111

5. Describe the nature of the revision (what are you changing?): The department of criminal justice decided to convert our current CJBA 240 (Quantitative Inquiry of Problems in Criminal Justice) 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) to better help students build quantitative analytical skills and critical reasoning capacity. 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. In doing so, more practices and activities will be incorporated entailing an application of empirical data using statistical software such as SPSS.

6. Rationale for the proposed change(s): CJBA major was developed to provide students with 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. Department’s early assessment data suggest that stats/method requirements need to be strengthened to achieve
these goals.

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

   a. Revised course description: **This course provides a foundation to quantitative inquiry and problem solving in criminal justice. Specific attention is paid to analyzing administrative and observational data about crime, punishment, and justice. The basics of statistical analysis, data production, data manipulation, procedures for displaying data for quantitative inquiry, problem solving, and analysis are covered. The course will include the use of software applications for data manipulation.**

   b. Revised course title: **Quantitative Inquiry of Problems in Criminal Justice I**

   c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Quantitative Inquiry I**

   d. Revised learning outcomes: building an
      - understanding of various statistical concepts commonly utilized in criminal justice
      - ability to calculate and interpret a variety of common statistical operations
      - skills to use data to identify problems and evaluate current approaches to these problems
      - insight on how statistical analyses are used in practice and why they are so important

   e. Revised assignments and activities related to revised outcomes:
      - reading assignment
      - homework
      - discussion session with practice questions
      - data analysis with SPSS

   f. Revised number of credits: 3
   g. Revised number of hours: 3
   h. Revised prerequisites: No change

8. Enrollment in past semesters: approximately 11 (fall 13), 12 (spring 14)

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)? (reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

   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:

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: Evan J. Mandery
CJBA 240 (01)

Quantitative Inquiry I
T & TH 10:50am – 12:05pm
Classroom:

Course Description: This course is the first part of two serially-related, introductory courses in descriptive and inferential statistics (CJBA 240 and CJBA 241) designed to explore various ways statistics are utilized in the fields of criminology and criminal justice. It concentrates on descriptive statistics, which are utilized to “describe” social phenomena of interest. In addition, the latter part of the course investigates the basic principles of inferential statistics, which are used to “infer” relationships among different variables of interest, generalizing them to the larger populations from which study samples are drawn. All examples will employ crime data and deal with issues in criminology and criminal justice.

Learning Outcomes: The primary goal of this course is to provide students with an understanding of various statistical concepts commonly utilized in criminology and criminal justice, and to give them the ability to calculate a variety of common statistical operations. Upon completion of this course, students will use:

1) Descriptive statistics such as mean, median, mode, variance, and standard deviation to numerically describe the central tendency, dispersion, and skewness characteristics of the data.
2) Probability theory which forms the basis of sampling distribution and its application in the hypothesis testing.
3) The standard normal distribution and the standard normal distribution table to infer the population parameters of interest.
4) SPSS for data management and analysis.

Texts

Prerequisites: ENG 101+ CJBA 111+ MAT 108 or MAT 141

Evaluation: Grades will be assigned as follows,

| Exam I | 30% |
| Exam II | 30% |
| Homework | 40% |
| TOTAL | 100% |

(* Extra credit questions will also be given during each of three exams)

Grading Scale:

A          93 – 100
A-         90 – 92.9
B+         87 – 89.9
B          83 – 86.9
B-         80 – 82.9
C+         77 – 79.9
C          73 – 76.9
C-         70 – 72.9
D+         67 – 69.9
D          63 – 66.9
D-         60 – 62.9
F          < 60

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
Class Format: Lectures and a variety of learning activities will be used during class. Weekly readings and other assignments will be required. This course utilizes BlackBoard [https://bbhosted.cuny.edu/webapps/portal/frameset.jsp](https://bbhosted.cuny.edu/webapps/portal/frameset.jsp) to provide easy access to important course information. You must be registered in this class and use your ID and password to log on to the site. This web site will include copies of the syllabus, lecture notes, extra readings, and will also contain class announcements, which contain information that all students are responsible to know. Grades will also be posted on Blackboard only. You are strongly encouraged to access this web site on a regular basis.

- For assistance with your John Jay accounts and John Jay Blackboard issues including help with your John Jay e-mail account and CUNY Portal log in problems, Please contact the John Jay DoIT Help Desk at helpdesk@jjay.cuny.edu or 212.237.8200.

<CLASS POLICIES>

- **Attendance:** All students are expected to attend every class as scheduled. Excessive absence may result in a reduced or even failing grade for the course because exams and assignments will cover lectures and in-class discussions.

- **Make-up Policy:** Make-up exams or extensions on assignments will not be given except in cases of an excused absence. Excused absences include: illness with a doctor's note, death in the immediate family, required school activities, and required court appearance. Proper written documentation is required. I must be notified in person or by email prior to missing an exam or assignment for me to consider giving you a makeup. If you know in advance that you will be absent for an exam or an assignment due date with an approved absence, you will be expected to take the exam or turn in the assignment prior to the due date.

- **Plagiarism:** Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
  - Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source;
  - Presenting another person’s ideas or theories in your own words without acknowledging the source;
  - Using information that is not common knowledge without acknowledging the source;
  - Failing to acknowledge collaborators on homework and laboratory assignments.

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

(From the John Jay College of Criminal Justice Undergraduate Bulletin, 2013, p.231)

- **Other Academic Dishonesty:** It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Academic dishonesty will not be tolerated and violations will be reported to the University’s Office of Student Conduct. Academic dishonesty includes submission of materials for which students have already received a grade, either in the current course or a previous course. To avoid any confusion, students must inform the course instructor when the student is submitting a paper on a topic that the student has researched for another course.

- **Classroom Behavior:** The success of this class is dependent not only on my ability to convey new and abstract concepts and ideas, but also on our ability as a class to work together to create an environment conducive to learning. As a department and university, we expect the faculty and students to be prepared for class and to be actively engaged in the classroom activities. Unfortunately, disruptive behaviors in the classroom cheat other students of opportunities to learn. Classroom disruption is defined as "behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class.” This includes such things as leaving the classroom repeatedly, making loud and distracting noises, and pursuing side conversations during the course lecture. This also includes, reading outside material, sleeping, text messaging and using laptops for non-academic functions (IM, e-mail, web surfing, etc.). Also please note that cell phones are to be turned off during class. Repeated classroom disruptions will result in being asked to leave the class and may ultimately affect the grade you receive. Repeated tardiness to class lectures will also be considered disruptive and may influence your final grade in the course. Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated.

- **Grade disputes:** If you have questions or concerns about your grade(s) and believe I should review them, you must submit a written request over email that describes your concern in detail. This request must be submitted within three business days after grades for the relevant assignment have been disseminated.

- **Communication:** If lectures or my office hours are canceled for any reason or if there are any other changes to information contained in the syllabus, I will post the information on the blackboard website and if time permits, announce them in class. All communication should occur via email or in person during my office hours.
• **Incompletes:** A grade of Incomplete may be given at the discretion of the instructor to students who are making satisfactory progress in a course. Incompletes are typically given for emergency situations which occur after the drop/withdrawal date but prior to the end of the semester, and which prevent student from completing course requirements. **Incomplete grades may be assigned only on request by the student.**

• **Students with Special Needs:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview</td>
<td>Syllabus</td>
<td></td>
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<tr>
<td></td>
<td>- The Purpose of Statistics in the Criminological Sciences</td>
<td>B&amp;P Ch. 1</td>
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<td></td>
<td>- Research ethics</td>
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<tr>
<td>Week 2</td>
<td>Levels of Measurement and Aggregation Understanding Data Distribution</td>
<td>B&amp;P Ch. 2</td>
<td>Homework # 1</td>
</tr>
<tr>
<td>Week 3</td>
<td>Discussion and SPSS practice</td>
<td>K&amp;F</td>
<td>(Ch. 2 &amp; 3)</td>
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<tr>
<td>Week 4</td>
<td>Measures of Central Tendency</td>
<td>B&amp;P Ch. 4</td>
<td>Homework # 2</td>
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<tr>
<td>Week 5</td>
<td>Discussion and SPSS practice</td>
<td>K&amp;F</td>
<td>(Ch. 4)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Measures of Dispersion</td>
<td>B&amp;P Ch. 5</td>
<td>Homework # 3</td>
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<tr>
<td>Week 7</td>
<td>Discussion and SPSS practice</td>
<td>K&amp;F</td>
<td>(Ch. 5)</td>
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<td>Week 8</td>
<td><strong>Exam I – Review &amp; Practice</strong></td>
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<td>Week 9</td>
<td>Probability, Probability Distributions, and an Introduction to</td>
<td>B&amp;P Ch. 6</td>
<td>Homework # 4</td>
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<tr>
<td>Week 10</td>
<td>Hypothesis Testing</td>
<td>K&amp;F</td>
<td>(Ch. 6)</td>
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<tr>
<td>Week 11</td>
<td>Point Estimation and Confidence Intervals</td>
<td>B&amp;P Ch. 7</td>
<td>Homework # 5</td>
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<tr>
<td>Week 12</td>
<td>Discussion and SPSS practice</td>
<td>K&amp;F</td>
<td>(Ch. 7)</td>
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<td>Week 13</td>
<td>From Estimation to Statistical Test: Hypothesis Testing for One</td>
<td>B&amp;P Ch. 8</td>
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<td>Week 14</td>
<td>Population Mean and Proportion</td>
<td>K&amp;F</td>
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<tr>
<td>Week 15</td>
<td><strong>Exam II – Review &amp; Practice</strong></td>
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*The instructor reserves the right to make appropriate changes in the syllabus. It is the student’s responsibility to keep updated on course information if he or she is absent.*

*COPYRIGHT*

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

Course Revision Form

Date Submitted: 9/30/2014

1. Name of Department or Program: Criminal Justice BA (CJBA)

2. Contact information of proposer(s):
   Name(s): Chongmin Na
   Email(s): cna@jjay.cuny.edu
   Phone number(s): 212.393.6414


4. Current course description: This course applies statistical and theoretical knowledge acquired in previous courses to the design and implementation of original empirical research in criminal justice. Special attention is paid to data collection, levels of measurement, sampling, threats to validity and reliability, and ethical issues and challenges faced by researchers in the field of criminal justice. Students in this course will select a research question in criminal justice and subsequently proceed through the various steps required to design empirical research to answer that question.
   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 201, CJBA 111, CJBA 240 OR STA 250

5. Describe the nature of the revision (what are you changing?): In the current prerequisites,
   - STAT 250 should be deleted as an option
   - CJBA 240 should be changed to CJBA 241

6. Rationale for the proposed change(s): The department of criminal justice decided to convert the current CJBA 240 (Quantitative Inquiry of Problems in Criminal Justice) 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) to better help students build quantitative analytical skills and critical reasoning capacity. Since these courses will be a sequence, it will not make sense for students to have an option to take STAT 250 in lieu of CJBA 240. Given these changes, CJBA 241 – instead of CJBA 240 – should be a prerequisite for CJBA 340.

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

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
a. Revised course description: N/A
b. Revised course title: N/A
c. Revised short title (the original can be found on CUNYFirst, max of 30 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: ENG 201, CJBA 111, CJBA 241

8. Enrollment in past semesters: N/A

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)? (reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

   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:
    9/18/2014

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Evan J. Mandery
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 9/30/2014

1. Name of Department or Program: Criminal Justice BA (CJBA)

2. Contact information of proposer(s):
   Name(s): Chongmin Na
   Email(s): cna@jjay.cuny.edu
   Phone number(s): 212.393.6414

3. Current number and title of course:

   CJBA 363 Space, Crime and Place: Methods, Applications and Theory

4. Current course description: Spatial regression analysis is a collection of statistical methods specifically designed to address problems of spatial dependence in cross-sectional and panel data. They are often used to analyze the relationship of human action and the physical environment. Descriptive spatial statistics, spatial weights, and spatial autocorrelation, as well as theoretical approaches to the use of spatial data are explored. Spatial statistics will be used to analyze the influence of space on crime and justice.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 102 or 201, CJBA 240 OR STA 250

5. Describe the nature of the revision (what are you changing?): In the current prerequisites,
   - STAT 250 should be deleted as an option
   - CJBA 240 should be changed to CJBA 241

6. Rationale for the proposed change(s): The department of criminal justice decided to convert the current CJBA 240 (Quantitative Inquiry of Problems in Criminal Justice) 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) to better help students build quantitative analytical skills and critical reasoning capacity. Since these courses will be a sequence, it will not make sense for students to have an option to take STAT 250 in lieu of CJBA 240. Given these changes, CJBA 241 – instead of CJBA 240 – should be a prerequisite for CJBA 340.

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

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
a. Revised course description: N/A
b. Revised course title: N/A
c. Revised short title (the original can be found on CUNYFirst, max of 30 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: **ENG 102 or 201, CJBA 241**

8. Enrollment in past semesters: N/A

9a. Will this course be offered as part of the new JJ General Education program (CUNY 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:
   9/18/2014

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
   Evan J. Mandery
Course Revision Form

Date Submitted: 9/30/2014

1. Name of Department or Program: Criminal Justice BA (CJBA)

2. Contact information of proposer(s):
   Name(s): Chongmin Na
   Email(s): cna@jjay.cuny.edu
   Phone number(s): 212.393.6414

3. Current number and title of course: CJBA 365 Change and Innovation in Criminal Justice

4. Current course description: This course surveys theoretical frameworks, analytical approaches, and implementation methods for changing the behavior and output of criminal justice agencies. It includes the study of various planned alterations in institutions and communities to transform values, structures, and outcomes for crime control and justice administration. Learning focuses on the identification and assessment of different forms of change and key stages of reform (i.e., problem identification, intervention planning and implementation, process and outcome evaluation, and recalibration and standardization). This course is conducted as a seminar in which students meet to reflect on assigned theoretical readings and discuss case studies under the guidance of the instructor.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 201, CJBA 110, CJBA 111, CJBA 240

5. Describe the nature of the revision (what are you changing?): In the current prerequisites, CJBA 240 should be changed to CJBA 241

6. Rationale for the proposed change(s): The department of criminal justice decided to convert the current CJBA 240 (Quantitative Inquiry of Problems in Criminal Justice) 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) to better help students build quantitative analytical skills and critical reasoning capacity. Given this change, CJBA 241 – instead of CJBA 240 – should be a prerequisite for CJBA 340.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: N/A
   b. Revised course title: N/A

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
c. Revised short title (the original can be found on CUNYFirst, max of 30 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: ENG 201, CJBA 110, CJBA 111, CJBA 241

8. Enrollment in past semesters: N/A

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)? (reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

   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:

   9/18/2014

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

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

Course Revision Form

Date Submitted: 9/30/2014

1. Name of Department or Program: Criminal Justice BA (CJBA)

2. Contact information of proposer(s):
   Name(s): Chongmin Na
   Email(s): cna@jjay.cuny.edu
   Phone number(s): 212.393.6414

3. Current number and title of course: CJBA 380-381 Special Topics in Criminal Justice Research

4. Current course description: This seminar analyzes critical issues affecting the criminal justice process. It provides students with an opportunity to critically explore and reflect on timely challenges to the administration of justice not examined in regular course offerings in departments across college. Topics may include LGBT individuals and the American criminal justice system, individual rights and public welfare, criminalization of illness and medicalization of justice, authority and power, democracy and crime, gun and gun control, therapeutic courts in America, and comparative analysis of religion and justice, among others.
   
   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 201, CJBA 340 or permission of the instructor

5. Describe the nature of the revision (what are you changing?): In the current prerequisites, CJBA 340 should be changed to CJBA 241

6. Rationale for the proposed change(s):
   - When the Criminal Justice Department proposed revision of BA in Criminal Justice (2011), we intended CJBA 240 (not CJBA 340) to be the principal prerequisite for CJBA 380. The CJ Department is currently in the process of requesting additional changes to the requirements for BA in Criminal Justice and we want to correct this error in the current prerequisites.
   - Since the CJ department decided to convert the current CJBA 240 (Quantitative Inquiry of Problems in Criminal Justice) 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), CJBA 241 (not CJBA 240) should be the prerequisite in the revision.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   
   a. Revised course description: N/A

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
b. Revised course title: N/A

c. Revised short title (the original can be found on CUNYFirst, max of 30 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: **ENG 201, CJBA 241 or permission of the instructor**

8. Enrollment in past semesters: N/A

9a. Will this course be offered as part of the new JJ General Education program (CUNY 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:
   9/18/2014

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
   Evan J. Mandery
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 10/7/2014

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

2. Contact information of proposer(s):

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

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

   SPA 321 – Introduction to Spanish Literature I

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

   a. Number of credits: 3

   b. Number of class hours (please specify if the course has lab hours): 0

   c. Current prerequisites: ENG 201 and one of the following: SPA 230 or SPA 250 or higher.

5. Describe the nature of the revision: Change Prerequisites to ENG 201, and SPA 202 or 212 or placement exam and shorten title to Spanish Literature I.

6. Rationale for the proposed change(s): The proposed change will make the prerequisites for all the 300-level courses in the Literature and Culture track of the Spanish major the same.

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

   a. Revised course description: This course traces the development of Spanish literature from its beginning (11th Century) to 1700. Special emphasis is placed on major literary movements through selected readings of representative authors and genres.

   b. Revised course title: Spanish Literature I

   c. Revised abbreviated title (original can be found on CUNYFirst, max of 30 characters

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
including spaces!): **Spanish Literature I**

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 SPA 202 or 212 or placement exam.**

8. Enrollment in past semesters: 12 students

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: 10/7/14

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

   Silvia Dapia, Ph. D.
   Professor & Chair
   Department of Foreign Languages
   John Jay College / City University of New York
   524 West 59th street, 7th floor
   New York, N.Y. 10019
   E-mail: sdapia@jjay.cuny.edu
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 10/7/2014

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

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

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

SPA 322 – Introduction to Spanish Literature II

4. Current course description: The development of Spanish literature, with special emphasis on major literary movements through selected readings of representative authors and genres, from 1700 to the present.

   a. Number of credits: 3
   
   b. Number of class hours (please specify if the course has lab hours): 0
   
   c. Current prerequisites: ENG 201 and one of the following: SPA 230 or SPA 250 or higher.

5. Describe the nature of the revision: Change Prerequisites to ENG 201, and SPA 202 or 212 or placement exam and to shorten title to Spanish Literature II.

6. Rationale for the proposed change(s): The proposed change will make the prerequisites for all the 300-level courses in the Literature and Culture track of the Spanish major the same.

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

   a. Revised course description: This course traces the development of Spanish literature from 1700 to the present. Special emphasis is given to major literary movements through selected readings of representative authors and genres.
   
   b. Revised course title: Spanish Literature II
   
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
including spaces!): **Spanish Literature II**

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 SPA 202 or 212 or placement exam.**

8. Enrollment in past semesters: 12 students

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: 10/7/14

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

   Silvia Dapia, Ph. D.
   Professor & Chair
   Department of Foreign Languages
   John Jay College / City University of New York
   524 West 59th street, 7th floor
   New York, N.Y. 10019
   E-mail: sdapia@jjay.cuny.edu
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 10/7/2014

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

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

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

   SPA 331 – Introduction to Latin American Literature I

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

   a. Number of credits: 3
   
   b. Number of class hours (please specify if the course has lab hours): 0
   
   c. Current prerequisites: ENG 201 and one of the following: SPA 230 or SPA 250 or higher.

5. Describe the nature of the revision: Change Prerequisites to ENG 201, and SPA 202 or 212 or placement exam and shorten title to Latin American Literature I.

6. Rationale for the proposed change(s): The proposed change will make the prerequisites for all the 300-level courses in the Literature and Culture track of the Spanish major the same.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   
   a. Revised course description: This course traces the development of Latin American literature from its discovery and conquest to the 19th Century. Special emphasis will be placed on major literary movements through selected readings.
   
   b. Revised course title: Latin American Literature I
   
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Latin American Literature I
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 SPA 202 or 212 or placement exam.

8. Enrollment in past semesters: 12 students

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: 10/7/14

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

   Silvia Dapia, Ph. D.
   Professor & Chair
   Department of Foreign Languages
   John Jay College / City University of New York
   524 West 59th street, 7th floor
   New York, N.Y. 10019
   E-mail: sdapia@jjay.cuny.edu
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 10/7/2014

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

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

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

   SPA 332 – Introduction to Latin American Literature II

4. Current course description: Study of the development of Latin-American literature, with special emphasis on major literary movements through selected readings of the modern period.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 0
   c. Current prerequisites: ENG 201 and one of the following: SPA 230 or SPA 250 or higher.

5. Describe the nature of the revision: Change Prerequisites to ENG 201, and SPA 202 or 212 or placement exam and shorten the title.

6. Rationale for the proposed change(s): The proposed change will make the prerequisites for all the 300-level courses in the Literature and Culture track of the Spanish major the same.

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

   a. Revised course description: This course studies the development of Latin-American literature from the 19th Century to the present. Special emphasis is on major literary movements through selected readings of the modern period.

   b. Revised course title: Latin American Literature II

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Latin American Literature II

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
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 SPA 202 or 212 or placement exam.**

8. Enrollment in past semesters: 12 students

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: 10/7/14

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

    Silvia Dapia, Ph. D.
    Professor & Chair
    Department of Foreign Languages
    John Jay College / City University of New York
    524 West 59th street, 7th floor
    New York, N.Y. 10019
    E-mail: sdapia@jjay.cuny.edu
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 10/7/2014

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

2. Contact information of proposer(s):

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

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

   SPA 401 – Contemporary Issues in Hispanic Literature

4. Current course description: Analytical study of contemporary philosophical, political, and social issues as reflected in the writings of such modern authors of Spain and Latin America as Unamuno, Ortega y Gasset, Lorca, Asturias, Neruda, and Octavio Paz.
   
   a. Number of credits: 3
   
   b. Number of class hours (please specify if the course has lab hours): 0
   
   c. Current prerequisites: SPA 321, 322, 332, or permission of the section instructor.

5. Describe the nature of the revision: Change of prerequisites.

6. Rationale for the proposed change(s): The number of 300-level literature courses have increased, and will probably increase in the future, so this change will eliminate the necessity of filing further curriculum change forms in the future.

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

   a. Revised course description: This course analyzes contemporary philosophical, political, and social issues as reflected in the writings of modern authors of Spain and Latin America such as Unamuno, Ortega y Gasset, Lorca, Asturias, Neruda, and Octavio Paz.
   
   b. Revised course title: NA
   
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters

Approved by UCASC, Nov 14, prepared for College Council, Dec 11, 2014
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 any 300-level literature course in the Spanish Major or Minor: SPA 309, 320, 321, 322, 331, 332, 336.

8. Enrollment in past semesters: NA

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: 10/7/14

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

   Silvia Dapia, Ph. D.
   Professor & Chair
   Department of Foreign Languages
   John Jay College / City University of New York
   524 West 59th street, 7th floor
   New York, N.Y. 10019
   E-mail: sdapia@jjay.cuny.edu