

**JOHN  
JAY** COLLEGE  
OF  
CRIMINAL  
JUSTICE

**COLLEGE COUNCIL  
AGENDA  
& ATTACHMENTS**

**OCTOBER 19, 2011**

**COMPLETE VERSION**

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

October 19, 2011

1:40 p.m.

630T

- I. Adoption of the Agenda
- II. Minutes of the September 22, 2011 College Council (attachment A), **Pg. 2**
- III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1 – B5) – Dean Lopes

Programs

- B1. Proposal to Establish a Dual/Joint Program in Associate in Science in Accounting for Forensic Accounting (QCC) Leading to the Bachelor of Science in Economics (John Jay), **Pg. 5**

New Courses

- B2. ENG 2XX                      Screenwriting for Film, Television and the Internet, **Pg. 49**

Course Revisions

- B3. PSY 272                      Correctional Psychology, **Pg. 68**  
 B4. ANT 208                      Cities and Culture, **Pg. 76**

Academic Standards

- B5. HIS/GEN 364                Model syllabus, **Pg. 78**

- IV. Report from the Committee on Graduate Studies (attachments C1) – Dean Domingo
  - C1. A proposal for a new course in the Criminal Justice Program:
 

CRJ 7XX	Investigation of Violent Crime, <b>Pg. 80</b>
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- V. New Business
- VI. Administrative Announcements – President Jeremy Travis
- VII. Announcements from the Faculty Senate – Professor Karen Kaplowitz
- VIII. Announcements from the Student Council – Ms. Whitney Brown

# JOHN JAY COLLEGE OF CRIMINAL JUSTICE

## The City University of New York

### MINUTES OF THE COLLEGE COUNCIL

Thursday, September 22 2011

The College Council held its first meeting of the 2011-2012 academic year on Thursday, September 22, 2011. The meeting was called to order at 1:50 p.m. and the following members were present: Jeffrey Aikens, Andrea Balis, Whitney Brown, Kinya Chandler, Kathleen Collins, Lyell Davis, Virginia Diaz, James DiGiovanna, Mathieu Dufour, Jennifer Dysart, Terry Furst, Laura Greenberg, Maki Haberfeld, Devin Harner, Veronica Hendrick, Berenecea Johnson Eanes, Shaobai Kan, Karen Kaplowitz, Mehak Kapoor, Kwando Kinshasa, Nilsa Lam, Richard Li, Yue Ma, Vincent Maiorino, Even Mandery, Marcelle Mauvais, Roger McDonald, Sara McDougall, Shavonne McKiever, David Munns, Rhonda Nieves, Richard Ocejo, Robert Pignatello, Carina Quintian, Rick Richardson, Michael Scaduto, Francis Sheehan, Davinder Singh, Staci Strobl, Patricia Tovar, Denise Thompson, Jeremy Travis, and Michelle Tsang.

Absent were: Zeeshan Ali, Jana Arsovska, Elton Beckett, Mark Benjamin, Jane Bowers, Erica Burleigh, Demi Cheng, Brian Costa, Jannette Domingo, Lior Gideon, Demis Glasford, Norman Groner, Richard Haw, Anru Lee, Anne Lopes, Mickey Melendez, Brian Montes, Catherine Mulder, Jason Nunez, Nicholas Petraco, Nial Rougier, Raul Rubio, Richard Saulnier, and Karen Terry

Alternates Present: James Cauthen, and DeeDee Falkenbach

#### I. Adoption of the Agenda

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

#### II. Minutes of the May 16, 2011 College Council Meeting

It was moved to amend the minutes as presented. Item B6: "Proposal for a New Model of General Education at John Jay – 'Education for Justice'" the one vote against, will now reflect one abstention. The motion was seconded and passed unanimously as amended.

#### III. Approval of the College Council Committee Members

It was moved to adopt the members with the following revisions:

##### College Council

Beverly Frazier – should be listed in the department of Law and Police Science

DeeDee Falkenbach – should be listed in the department of Psychology

Jeffrey Aikens – Treasurer, Student Council and member of the Executive Committee of the College Council.

A

Undergraduate Curriculum and Academic Standards Committee

SEEK Department: Nancy Velasquez Torres is replacing Monica Son

Sociology Department: Richard Ocejo is replacing Amy Adamezyk

The motion was seconded and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1 – C13)

It was moved to adopt the marked “C1: Letter of Intent for a BA in Sociology.” The motion was seconded and approved unanimously.

It was moved to adopt the proposal marked “C2: Proposal to revise the BS in Criminal Justice”. The motion was seconded and approved unanimously.

It was moved to adopt the proposal marked “C3: Proposal for a New Minor in Human Rights”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C4: Proposal to Revise the Program & Minor in Dispute Resolution”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C5. SOC 3XX: Evaluation Research”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C6. CJBS 2XX: Research Methods and Statistics in Criminal Justice”. The motion was seconded and passed.

In Favor: 44      Opposed: 1      Abstentions: 0

It was moved to adopt the new course proposal marked “C7. CJBS 3XX: Criminal Justice: Theory to Practice”. The motion was seconded and passed.

It was moved to adopt the new course proposal marked “C8. LAS 4XX: Colloquium on Research in Law and Society”. The motion was seconded and passed unanimously.

It was moved to adopt the new course proposal marked “C9. ACC/LAW 2XX: Colloquium on Research in Law and Society”. The motion was seconded and passed unanimously.

It was moved to adopt the new course proposal marked “C10. HIS 2XX: History of World Slavery to 1650 C.E.”. The motion was seconded and passed unanimously.

It was moved to adopt the new course proposal marked “C11. PSY 3XX: Learning and Memory”. The motion was seconded and passed unanimously.

It was moved to adopt the new course proposal marked “C12. DRA 3XX: Film Criticism”. The motion was seconded and passed.

In Favor: 44      Opposed: 0      Abstentions: 1

It was moved to adopt the course revisions marked C13 –C17 as a package:

C13.	PSY 232	Psychology of Adolescence and the Adolescent Offender
C14.	PSY 236	Group Dynamics
C15.	HIS/GEN 364	History of Gender & Sexuality: Pre-history to 1650
C16.	POL 215	Legislative Process
C17.	POL 220	The Chief Executive (American Presidency)

The motion was seconded and approved unanimously.

It was moved to accept items marked C13 – C17. The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies(attachments D1 – D3)

Professor Wulach and Professor Raghavan presented Item D1. It was moved to adopt the course proposal marked “D1: Proposals for a dual BA/MA degree in Forensic Mental Health Counseling.” The motion was seconded and approved unanimously.

Professor Lovely presented on item D2. It was moved to adopt the course proposal marked “D2: Proposal for an Advanced Certificate in Applied Digital Forensic Science”. The motion was seconded and approved unanimously.

Professor Lovely presented on item D3. It was moved to adopt the new course proposal marked “D3: Resolution to increase the allowable external credit for Forensic Computing students in the Forensic Computing Program”. The motion was seconded and approved unanimously.

VI. 2010-2011 College Council Committee Activity Report

It was moved to add the July 20, 2011 Interim Executive Committee meeting in the 2011-2012 College Council activity report. The motion was seconded and approved unanimously.

VII. College Council Calendar

It was moved to accept the revised College Council 2011-2012 calendar. The motion was seconded and approved unanimously.

The meeting was adjourned at 3:10 p.m.

**Queensborough Community College**  
**The City University of New York**

**PROPOSAL TO ESTABLISH A DUAL/JOINT PROGRAM IN  
ASSOCIATE IN SCIENCE IN ACCOUNTING FOR FORENSIC  
ACCOUNTING (QCC) LEADING TO THE  
BACHELOR OF SCIENCE IN ECONOMICS (JOHN JAY)**

**Effective: Fall 2011**

**Sponsored by the Departments of:**

Business: Dr. Jonas Falik, Chair  
Queensborough Community College

Economics: Dr. Joan Hoffman, Chair  
John Jay College of Criminal Justice

**Approved by:**

QCC Academic Senate, May 11, 2010  
John Jay College Council, \_\_\_\_\_

**Contact persons:**

Arthur Corradetti, Ph.D.  
Associate Dean for Academic Affairs  
Queensborough Community College  
718.631.6350  
[acorradetti@qcc.cuny.edu](mailto:acorradetti@qcc.cuny.edu)

David P. Barnet, Ph.D.  
Director of Educational Partnerships  
John Jay College of Criminal Justice  
212.484.1114  
[dbarnet@jjay.cuny.edu](mailto:dbarnet@jjay.cuny.edu)

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**Dr. Karen Steele**  
**Interim Vice President for Academic Affairs**  
**Queensborough Community College**

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**Dr. Jane P. Bowers**  
**Provost and V.P. for Academic Affairs**  
**John Jay College of Criminal Justice**



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## Purpose and Goals

Queensborough Community College (QCC) and John Jay College of Criminal Justice propose to offer an Associate in Science (A.S.) degree in Accounting for Forensic Accounting as a jointly registered, dual admission program with the existing Bachelor of Science in Economics: Forensic Financial Analysis (B.S.) at John Jay College of Criminal Justice (John Jay). Upon successful completion of the lower division at QCC, students will have a seamless transition to the upper division of the baccalaureate program at John Jay. The dual/joint program will offer increased educational opportunities for Hispanics, African Americans, Asians and other underrepresented minorities in the forensic accounting field who might otherwise be denied access to higher education. The collegial nature of the program will facilitate the transition to the professional portion of the curriculum. This proposed program addresses a recommendation of the Spellings Commission Report: “We want postsecondary institutions to adapt to a world altered by technology, changing demographics and globalization, in which the higher-education landscape includes new providers and new paradigms, from for-profit universities to distance learning.”<sup>1</sup>

The proposed program will afford Queensborough Community College graduates, most of whom are minority students and are traditionally underrepresented as professionals in management, business, and financial operations occupations, the opportunity and encouragement to succeed in these fields.

## Need and Justification

Several factors have driven this program's development. First, according to the Bureau of Labor Statistics, the demand for individuals with an accounting background is expected to increase faster than average through 2016<sup>2</sup>. With the increasing number of white collar crimes, there is growing demand for individuals who have additional expertise in the detection and prevention of fraud and other financial crimes. Second, in spite of numerous organizations and committees whose mission is to encourage and assist minority entrance in accounting fields, Hispanics, African-Americans and Asians are still underrepresented in management, business, and financial operations occupations. Third, the Hispanic population nationwide is now estimated at 12.6%<sup>3</sup> but the percentage of Hispanics enrolled at QCC in the Fall of 2009 was 25.94%<sup>4</sup>, the African-American population nationwide is now estimated at 12.3%<sup>3</sup> but the percentage of African-Americans enrolled at QCC in the Fall of 2009 was 26.44%<sup>4</sup> and the Asian population nationwide is now estimated at 3.6%<sup>3</sup> but the percentage of Asians enrolled at QCC in the Fall of 2009 was 23.87%<sup>4</sup>. This proposed program will provide QCC students with the ability to prepare for a baccalaureate degree program in forensic accounting and seek employment in management, business, and financial operations occupations.

### *Forensic Accounting*

Forensic accountants are specially trained to identify evidence of fraud, investigate fraud, provide litigation support, and to prevent fraud. The education required combines knowledge of principles of accounting and finance, law and investigation techniques and theories of criminology and ethics.

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<sup>1</sup> Report of the Commission Appointed by Secretary of Education Margaret Spellings., “A TEST OF LEADERSHIP Charting the Future of U.S. Higher Education”, September, 2006.

<sup>2</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2008-09 Edition*, Accountants and Auditors, on the Internet at <http://www.bls.gov/oco/ocos001.htm> (visited 12/12/08).

<sup>3</sup> <http://factfinder.census.gov>

<sup>4</sup> <http://www.qcc.cuny.edu/OIRA/OIRADocs/Factbook10/B.pdf>

Approved by UCASC, September 16, prepared for College Council, October 19, 2011



The Association of Certified Fraud Examiners (ACFE) which has been in existence since 1988 and currently has more than 20,000 members world-wide established a Certified Fraud Examiner (CFE) credential to provide individuals with evidence of expertise in the identification and prevention of fraud. The demand for accountants with this expertise has increased dramatically. With the growing problems on Wall Street, firms are hiring forensic accountants to uncover financial and ethical irregularities, determine who is responsible and assess asset misappropriation and resulting economic damages. This increase in demand has been corroborated by a recent survey conducted by the American Institute of Certified Public Accountants (AICPA). The results were reported at the 2008 AICPA National Accounting Conference on Fraud and Litigation Services: "Sixty-eight percent of the 5,400 members of the AICPA's Forensic Valuation Services Section who were polled say their forensic practices have grown over the past year. Of those respondents who reported increased demand, 67 percent cited computation of economic damages as the leading reason, followed by marital disputes (56 percent), and investigations of financial statement fraud (54 percent)."<sup>5</sup> Further evidence of the growing need is that the AICPA announced at the conference that it will offer a new credential, Certified in Financial Forensics.

### *Financial and Ethical Wrong Doing*

The Federal Bureau of Investigation (FBI) maintains a division exclusively dedicated to investigating and prosecuting white collar crime. "The FBI investigates white-collar criminal activities, such as money laundering, securities and commodities fraud, bank fraud and embezzlement, environmental crimes, fraud against the government, health care fraud, election law violations, copyright violations, and telemarketing fraud. In general, the FBI focuses on organized crime activities that are international, national, or regional in scope where the FBI can bring to bear unique expertise or capabilities that increase the likelihood of a successful investigation and prosecution. In the health care fraud area, the FBI targets systemic abuses, such as large-scale billing fraud that is national or regional in scope and fraudulent activities that threaten the safety of patients. The FBI pursues financial institution fraud involving \$100,000 or more. In cases of telemarketing and insurance fraud, the FBI will generally become involved when there is evidence of nationwide or international activities. The number of agents investigating corporate and other securities, commodities, and investment fraud cases has increased 47 percent, from 177 in 2001 to more than 250 today. Since 2007, there have been more than 1,700 pending corporate, securities, commodities, and investment fraud cases, an increase of 37 percent since 2001."<sup>6</sup>

In the last six years, the number of suspicious activity reports alleging mortgage fraud that have been filed with the Treasury Department has increased nearly tenfold- more than 62,000 reports were filed in 2008. Over the past three years, the number of criminal mortgage fraud investigations opened by the FBI has more than doubled to 1,800 and the FBI anticipates that a new wave of investigations could potentially double that number yet again in the next few years... On May 20, 2009, President Obama signed into law the Fraud Enforcement and Recovery Act of 2009 ("FERA"). FERA provides government agencies with increased funding and more stringent legislation with which to

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<sup>5</sup> *Demand for Forensic Accountants Step*, WebCPA Staff, <http://www.webcpa.com/articleid=29607&searchTerm=forensic%20accounting>, Nov. 1, 2008.

<sup>6</sup> [http://www.fbi.gov/facts\\_and\\_figures/investigative\\_programs.htm](http://www.fbi.gov/facts_and_figures/investigative_programs.htm)

combat financial and mortgage fraud... With this funding, the FBI will be able to hire 190 additional special agents and more than 200 professional staff and forensic analysts, which will nearly double the size of its financial fraud program and enable it to expand the number of its mortgage fraud task forces from 26 to more than 50.”<sup>7</sup>

### *Growth in the Field of Forensic Accounting*

The outlook for accountants, in general, and especially for those with a forensic background is excellent. According to the latest edition of the Occupational Outlook Handbook: “Employment of accountants and auditors is expected to grow by 18 percent between 2006 and 2016, which is faster than the average for all occupations. This occupation will have a very large number of new jobs arise, almost 226,000 over the projections decade. Changing financial laws and corporate governance regulations, and increased accountability for protecting an organization’s stakeholders will drive growth. Increased focus on and numbers of financial crimes such as embezzlement, bribery, and securities fraud will increase the demand for forensic accountants to detect illegal financial activity by individuals, companies, and organized crime rings”.<sup>8</sup>

In particular, employment prospects for the New York City region through 2014 for occupations related to the academic preparation offered by this proposed joint degree program are considered very favorable. As can be seen from the table below, the financial management occupations all require a minimum of a bachelor’s degree which provides additional rationale for QCC to collaborate with John Jay to offer this joint degree. Further, John Jay’s program at the upper division states that “graduates will meet the educational requirements and will have covered all four parts tested by the CFE exam; Criminology & Ethics, Financial Transactions & Fraud Schemes, Legal Elements of Fraud and Fraud Investigation.”<sup>9</sup>

#### **NEW YORK STATE**

Job Title	Employment Prospects	Median Wage	Annual Average Openings	Training Time	Standard Occupational Code
Accountants and auditors	Very Favorable	\$72,013	3,230	Bachelor's	13-2011
Compliance Officers	Very Favorable	\$61,540	390	Bachelor's	13-1072
Financial analysts	Very Favorable	\$90,400	780	Bachelor's	13-2051
Financial managers	Very Favorable	n/a	1,260	Bachelor's	11-3031
Business operations specialists, all other	Very Favorable	\$68,530	570	Bachelor's	13-1199
Personal Financial Advisors	Very Favorable	\$119,100	650	Bachelor's	13-2052

<sup>7</sup> [http://www.ccsb.com/pdf/publications/securitiesupdates/fraud\\_enforcement\\_and\\_recovery\\_act.pdf](http://www.ccsb.com/pdf/publications/securitiesupdates/fraud_enforcement_and_recovery_act.pdf)

<sup>8</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2008-09 Edition*, Accountants and Auditors, on the Internet at <http://www.bls.gov/oco/ocos001.htm> (visited December 14, 2008).

<sup>9</sup> <http://www.jjay.cuny.edu/economics/pdfs/Finanacial%20Analysis%20Brochure.pdf>.

Source: <http://www.labor.state.ny.us/workforceindustrydata/descriptor.asp>.

### *Underrepresented Groups in the Financial Operations Workforce*

The American Institute of Certified Public Accountants (AICPA), the Association of Latino Professionals in Finance and Accounting (ALPFA), the National Association of Black Accountants, and the National Asian American Society of Accountants (NAASA) all have initiatives designed to encourage and assist minority entrance in accounting fields. In spite of this, Hispanics, African-Americans, and Asians are still underrepresented in management, business, and financial operations occupations. The table below provides a comparison of the percent of minority employment in these fields for 2009.

Occupation	Total employed (in thousands)	Percent of Total			
		Women	Black or African American	Asian	Hispanic or Latino
Management, business & financial operations occupations	21,529	42.7	7.0	4.9	7.6
Financial managers	1,183	54.7	8.5	6.1	9.1
Management analysts	640	42.8	7.4	4.8	5.0
Accountants and auditors	1,754	61.8	8.0	10.3	6.3
Budget analysts	57	59.3	14.9	9.2	3.6
Financial analysts	94	30.9	5.8	10.3	6.4
Personal financial advisors	400	32.1	6.9	6.4	7.7
Tax examiners, collectors and revenue agents	74	73.8	15.6	5.7	3.1
Tax preparers	99	65.9	11.8	7.1	10.1

Source: Bureau of Labor Statistics: <http://www.bls.gov/cps/cpsaat11.pdf>

The job outlook for these occupations is excellent, and a large pool of potential talent remains untapped. This proposed program seeks to increase the diversity of this field. The business environment continues to project a critical need for accounting and finance professionals and accounting firms as well as government organizations report significant demand for individuals with forensic accounting preparation. In today's economic climate, forensic accountants are in demand not just to identify fraud but to help prevent it.<sup>10</sup>

### **Student Interest/Enrollment**

The A.S. Program in Accounting for Forensic Accounting is designed to attract students who have an interest in pursuing a career in accounting and who also wish to specialize in Forensic Accounting. There is a large untapped source of students in the Borough of Queens who can benefit from this type of program, especially in light of the excellent job outlook. The Queensborough Office of Admissions will market the proposed program with an aggressive information campaign. It is anticipated that there will be a web page on the QCC website devoted to the program. The web

<sup>10</sup> "Bad times bode well for forensic accounting", Long Island Business News.10/24/2008.

page will include a curriculum outline, employment outlook information, a FAQ list and if possible, testimonials from recent graduates of John Jay's Bachelor of Science in Economics (B.S.). In addition, QCC should take every step necessary to ensure that every incoming student with an interest in Accounting is made aware of the program. Every student enrolled in an Accounting course should be given a flyer with a description of the program. The flyer could be distributed on the first day of class along with other course material, or possibly incorporated in the course syllabi. A survey conducted in February 2010 among accounting students at QCC showed overwhelming interest in this dual/joint program. The survey was administered to all QCC students enrolled in the core accounting courses for majors. The questionnaire included a half-page description of the program along with a list of the Freshman and Sophomore year required course sequences at Queensborough Community College (60 Credits). The questionnaire asked students if they would be interested in the program. Out of the total 135 responses, 96 of the respondents expressed interest in the program. We also expect the marketing of the program at both major recruitment functions and on the Queensborough website will result in an increase in transfer students to Queensborough. Finally, we expect that this program will be popular among students currently enrolled at Queensborough and anticipate a slight shift of other majors to this program.

### *Projected Student Enrollment*

PROJECTED ENROLLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Percentage new	10%	30%	50%	80%	100%
1. Full Time Students	40	51	60	66	72
2. Part Time Students	25	34	40	44	48
3. Total Students	65	85	100	110	120

Note: the projected ratio of full-time to part-time is 60%. The fall 2009 enrollment at Queensborough (an unusually large enrollment) was approximately 62% full time.

## **Curriculum**

The proposed Associate in Science degree in *Accounting for Forensic Accounting* consists of courses which allow students to pursue further education and careers in forensic accounting, accounting, auditing, as well as financial operations and management fields. The proposed program will allow students to enter the upper division baccalaureate program in Economics: Forensic Financial Analysis at John Jay. The curriculum emphasizes basic accounting principles and provides a foundation in business organization and management. The program meets the general education requirements for the Associate degree at Queensborough Community College and also meets the general education requirements for the Baccalaureate degree at John Jay College.

**QCC/JJ DUAL /JOINT DEGREE PROGRAM: A.S. IN ACCOUNTING (QCC) AND B.S. IN ECONOMICS:  
FORENSIC FINANCIAL ANALYSIS (JOHN JAY COLLEGE OF CRIMINAL JUSTICE)**

<b>QCC A.S. ACCOUNTING</b>	<b>CR.</b>	<b>JJC EQUIVALENTS</b>	<b>CR.</b>
<b>General Education Core</b>		<b>General Education Core</b>	
EN 101 English Composition I	3	ENG 101 College Composition I	3
EN 102 English Composition II	3	ENG 201 College Composition II	3
HI 110 Ancient Civilization OR HI 111 Medieval to Early Modern Civilization, OR HI 112 Modern Civilization	3	HIS 203 Global History: Prehistory to 500 CE HIS 204: 500 – 1650 HIS 205: 1650 –Present	3
MA 440 Pre-calculus Mathematics OR MA-441 Analytical Geometry and Calculus I MA 260 Pre-calculus and Elements of Calculus for Business Students	4	MAT 141 Pre-calculus OR MAT 241 Calculus I	3 + 1bl
LAB SCIENCE	4	LAB SCIENCE	4
FOREIGN LANGUAGE and/or Liberal Arts and Sciences (If not exempted by QCC policy or if satisfaction of requirement not to be deferred to junior and/or senior year at John Jay) <sup>1</sup>	6-8	FOREIGN LANGUAGE (Or courses chosen from set found at footnote 1 below)	6
SP 211 Speech Communication	3	SPE 113 Speech Communication	3
SS 310 Sociology	3	SOC 101 Introductory Sociology	3
SS-410 Amer. Gov't and Politics OR CJ-102 Criminology	3	POL 101 American Gov't & Politics OR SOC 203 Criminology	3
<b>General Education Subtotal</b>	<b>32-34</b>	<b>Subtotal toward JJ Gen. Ed. Core</b>	<b>32</b>
<b>Requirements for the Major</b>		<b>Requirements for the Major</b>	
BU 101 Principles of Accounting	4	ECO 250 Introduction to Accounting	3 + 1 bl
BU 102 Principles of Accounting II	4	ECO 251 Introduction to Managerial Accounting	3 + 1 bl
BU 203 Principles of Statistics	3	STA 250 Principles and Methods of Statistics	3
BU-103 Intermediate Accounting I	4	Economics 200 Level Elective	4
BU-108 Income Taxation OR BU-111 Computer Applications in Accounting	3	Economics 200 Level Elective	3
CJ 101 Intro to Criminal Justice	3	CRJ 101 Introduction to Criminal Justice	3
SS 211 Macroeconomics or SS 212 Microeconomics	3	SS- 211 = ECO 220 Macroeconomics SS 212 = ECO 101 Principles of Economics	3
<b>Accounting Major Subtotal</b>	<b>24</b>	<b>Subtotal toward Major</b>	<b>24</b>
<b>Electives</b>		<b>Electives</b>	
Recommended: Liberal Arts and Science other than History and one Physical Education course	<b>2-4</b>	Elective toward the major or toward general education	<b>4</b>
<b>TOTAL CREDITS REQUIRED FOR A.S.</b>	<b>60</b>	<b>TOTAL CREDITS ACCEPTED TO JJ</b>	<b>60</b>

**Note:** Students must take two Writing Intensive (WI) courses to receive the Associate Degree from Queensborough.

<sup>1</sup> Students who do not need to take a foreign language, or who decide to take their foreign language at John Jay, are recommended to take the following:

<b>QCC COURSES</b>	<b>Credits</b>	<b>JJC EQUIVALENTS</b>	<b>Credits</b>
SS 211 Macroeconomics or SS 212 Microeconomics (Either counts toward major)	3	ECO 220 Macroeconomics or ECO 101 Principles of Economics	3
CJ 102 Criminology OR SS-410 American Govt. & Politics	3	SOC 203 Criminology OR POL 101 American Govt. & Politics	3
Humanities, History or Social Sciences electives	3-6		3-6

**JUNIOR AND SENIOR YEAR – COURSES TO BE TAKEN AT JOHN JAY**

<b>Course and Title</b>	<b>Credits</b>
<b>General Education (Liberal arts, Core, Distribution) and other Required Courses</b>	
PHI 231 or LIT 230, 231, 232, 233	3
Foreign Language (students who have met the foreign languages requirement may take other liberal arts and sciences electives)	6
Liberal Arts and Sciences electives	6 - 15
<b>Subtotal</b>	<b>21</b>
<b>Prerequisite and Major Courses</b>	
ECO 220 Macroeconomics (Unless SS 212 Macroeconomics, was taken at QCC)	3
ECO 225 Microeconomics	3
Law 202 Law and Evidence	3
Students who did not take both American Government and Politics and Criminology at Queensborough must take one or the other at John Jay.	0 - 3
<i>Specialization C: Forensic Financial Analysis</i>	
ACC 307 Forensic Accounting I	3
ACC 308 Auditing	3
ACC 309 Forensic Accounting II	3
Two elective courses from <b>Specialization in Forensic Financial Analysis:</b> Accounting 265 Digital Forensics for the Fraud Examiner Economics 215 Economics of Regulation and the Law Economics 235 Finance for Forensic Economics Economics 360/Sociology 360 Corporate and White Collar Crime Law 203 Constitutional Law or, pending final approval, Law 2xx Business Law	6
<i>Capstone:</i>	
ACC 410 Seminar in Forensic Financial Analysis	3
<b>Subtotal</b>	<b>27</b>
<b>Electives</b>	<b>12</b>
<b>TOTAL CREDITS AT JOHN JAY COLLEGE OF CRIMINAL JUSTICE</b>	
	<b>60</b>

**Total Degree credits for the Bachelor of Science in Economics: Forensic Financial Analysis - 120**

**FRESHMAN AND SOPHOMORE YEAR COURSE SEQUENCES AT QUEENSBOROUGH COMMUNITY  
COLLEGE (60 CREDITS)**

<b>FRESHMAN YEAR: FALL</b>		<b>FRESHMAN YEAR: SPRING</b>	
<b>COURSE TITLE</b>	<b>Credits</b>	<b>COURSE TITLE</b>	<b>Credits</b>
MA 440, MA 441, or MA 260 Pre-Calculus or Analytical Geo & Calc I	4	EN 102 English Composition II	3
BU 101 Principles of Accounting	4	SS 310 Sociology	3
EN 101 English Composition I	3	BU 102 Principles of Accounting II	4
CJ 101 Intro to Criminal Justice	3	SS 211 Macroeconomics or SS 212 Microeconomics	3
SP 211 Speech Communication	3	HI 110 Intr. to Anc. Civs. or HI 111 Intr. Med-Ear. M. W. or HI 112 Intr. Mod. Wes. Civ.	3
<b>Total Credits</b>	<b>17</b>	<b>Total Credits</b>	<b>16</b>

<b>SOPHOMORE YEAR: FALL</b>		<b>SOPHOMORE YEAR: SPRING</b>	
<b>COURSE TITLE</b>	<b>Credits</b>	<b>COURSE TITLE</b>	<b>Credits</b>
BU 108 Income Taxation or BU 111 Computer Applications in Accounting	3	Foreign language or Liberal Arts and Sciences or SS 410 American Government and Politics or CJ 102 Criminology	3-4
BU 103 Intermediate Accounting I	4	Lab Science	4
BU 203 Principles of Statistics	3	Electives (BU 108, BU 111 or BU 104 recommended) or a Humanities, History or Social Sciences elective and one Physical Education Course	2-4
Foreign language or Liberal Arts and Sciences	3-4	SS410 American Government and Politics or CJ 102 Criminology	3
<b>Total Credits</b>	<b>13-14</b>	<b>Total Credits</b>	<b>12-15</b>
<b>Total credits required for A.S. in Accounting for Forensic Accounting</b>		<b>60</b>	



**JUNIOR AND SENIOR YEAR COURSE SEQUENCES TO BE TAKEN AT JOHN JAY COLLEGE OF  
CRIMINAL JUSTICE (60 CREDITS) – SAMPLE PROGRAM**

<b>JUNIOR YEAR: FALL</b>			<b>JUNIOR YEAR: SPRING</b>		
<b>COURSE TITLE</b>		<b>Credits</b>	<b>COURSE TITLE</b>		<b>Credits</b>
ACC 307	Forensic Accounting I	3	ACC 308	Auditing	3
ECO 220	Macroeconomics	3	ECO 225	Microeconomics	3
	Foreign Language or Liberal Arts Elective 2	3	LAW 202	Law and Evidence	3
PHI 231	Knowing, Being and Doing	3		Foreign Language or Liberal Arts Elective 2	3
	Free Elective	3		Free Elective	3
		<b>Total Credits</b>			<b>Total Credits</b>
		<b>15</b>			<b>15</b>

<b>SENIOR YEAR: FALL</b>			<b>SENIOR YEAR: SPRING</b>		
<b>COURSE TITLE</b>		<b>Credits</b>	<b>COURSE TITLE</b>		<b>Credits</b>
ACC 309	Forensic Accounting II	3	ACC 410	Seminar in Forensic Financial Analysis	3
	Elective course from Category C	3		Elective course from Category C	3
	Liberal Arts Electives	3		Liberal Arts Electives	3
	Free Electives	6		Free Electives	6
		<b>Total Credits</b>			<b>Total Credits</b>
		<b>15</b>			<b>15</b>
<b>Total credits to be taken at John Jay College</b>					<b>60</b>
<b>TOTAL CREDITS FOR THE DUAL / JOINT A.S. IN ACCOUNTING (QCC)/ B.S. IN ECONOMICS: FORENSIC FINANCIAL ANALYSIS (JJC)</b>					<b>120</b>

2 Students who have fulfilled John Jay's foreign languages requirement may take a Liberal Arts Elective.

**C. Economics Specialization in Forensic Financial Analysis (two courses must be selected):**

- Accounting 265 Digital Forensics for the Fraud Examiner
- Economics 215 Economics of Regulation and the Law
- Economics 235 Finance for Forensic Economics
- Economics 360/Sociology 360 Corporate and White Collar Crime
- Law 203 Constitutional Law or, pending final approval, Law 2xx Business Law

Note: Liberal Arts and Sciences is highlighted in yellow

## **Faculty**

No additional faculty will be needed for the proposed program. The current Queensborough Community College faculty already teaches the courses that represent the general and curriculum requirements in the proposed program. As the program grows, some additional adjunct sections may be needed.

## **Cost**

There are minimal additional facilities or equipment costs associated with this program. Queensborough Community College has state-of-the-art computer laboratories already equipped with hardware and software that will support this program. Normal ongoing computer and software updates would be made for the courses already being taught at QCC. Library

## **Library and Instructional Materials**

Library services at QCC include information literacy instruction that is customized for course content and assignments. Reference librarians are on duty whenever the library is open and Library databases are available from off-campus at all times. We expect to offer reference assistance to off-campus students either by email or instant messaging by fall.

In order to improve our ability to assist Accounting students, the Library's liaison to the Business Department has met with other CUNY librarians at Baruch to discuss library work with accounting students, and the Electronic Resources Librarian will be meeting with Baruch library faculty to learn about their electronic resources for accounting.

Through CUNY, the College has access to several databases (Business Source Premier, Business and Company Resource Center) that will be helpful for this program. The Library continues to maintain an up-to-date book collection and welcome the recommendations of all faculty members.

We should add Criminal Justice Abstracts (\$3200). It would be useful for this program and for the Criminal Justice Joint Degree program that is already in place.

## Additional References

- Careers in Accounting. Accounting: Facts & Trends. Retrieved January 27, 2007, from <http://www.carrers-in-accounting.com/acfacts.htm>
- CNNMoney. Working your degree: Accounting majors have the kind of job flexibility most of us only dream about. Retrieved January 27, 2007, from [http://www.money.cnn.com/2000/09/22/career/q\\_degreeaccounting/](http://www.money.cnn.com/2000/09/22/career/q_degreeaccounting/)
- Salary Estimates. CareerJournal.com [The Wall Street Journal Executive Career Site]. Retrieved April 22, 2007, from [http://salaryexpert.com/index.cfm?fuseaction=free\\_Salary](http://salaryexpert.com/index.cfm?fuseaction=free_Salary)
- Sanders, B. & Romeo, L. B. (2005). The supply of accounting graduates and the demand for public accounting recruits – 2005 – For academic year 2003 -2004. New York, NY: American Institute of Certified Public Accountants, Inc.
- Siegel, Gary & Sorensen, James. (2006). What corporate America wants in entry-level accountants: Executive summary. New York, NY: Institute of Management Accountants.
- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2008-09 Edition*.
- Hiring Boom on the Horizon for CFEs. September/October 2009 issue of Fraud Magazine.
- A Help-Wanted Sign for Fraud Investigators. NYTimes.Com.  
[http://www.nytimes.com/2009/03/22/jobs/22fraud.html?\\_r=2&scp=1&sq=A%20help%20](http://www.nytimes.com/2009/03/22/jobs/22fraud.html?_r=2&scp=1&sq=A%20help%20)

## Additional Accounting Information Resources

- Accounting Today. (212) 371-9400. Bi-weekly publication that provides excellent coverage of important trends in the accounting profession.
- Accounting Workshop. An online resource that lists information and tips for accounting students. Available at: [www.johnwiley.com](http://www.johnwiley.com)
- AICPA – “Takin’ Care of Business.” Informative site on careers in accounting. Available at: <http://www.startHereGoPlaces.com>
- CPA Journal. (212) 973-8300. Monthly journal provides information of general interest to CPAs and activities at the major public accounting firms.
- Journal of Accountancy. (212) 575-6200. Leading accounting monthly covering the accounting profession and job listings.
- Management Accounting – Official Magazine of the Institute of Management Accountants. (201) 573-9000. Includes a section on career management and discusses trends in the accounting profession.
- Association of Certified Fraud Examiners: <http://www.acfe.com/>.
- American Institute of Certified Public Accountants: <http://www.aicpa.org/>.

## Related Sites

- <http://www.Accountingjobs.com>
- <http://www.Tax-jobs.com>
- <http://www.Accounting.com>
- <http://www.CNNfn.com> (Salary Sample for accountants)

# Appendices

**Appendix A:**  
**COURSE DESCRIPTIONS FOR REQUIRED COURSES**

**BU 101 Principles of Accounting I***4 credits*

Accounting concepts and conventions; accounting tools and techniques, including records and statements; general and special journals; general and subsidiary ledgers; controlling accounts, adjusting and closing entries; worksheets and financial statements; systems and controls (including payroll system).

**BU 102 Principles of Accounting II***4 credits*

PREREQ: BU101 WITH A GRADE OF C- OR BETTER

Partnership, corporation, departmental, branch, and manufacturing accounting covering: organization; operations; equity; earnings; dividends; long-term obligations; investments; preparation and analysis of various financial statements, including Statement of Cash Flows; and the use of accounting in the solution of managerial problems and decision-making.

**BU 103 Intermediate Accounting I***4 credits*

PREREQ: BU102 WITH A GRADE OF C OR BETTER

Review of basic accounting concepts, procedures, and financial statements, including the Statement of Cash Flows; the principles of accounting applied to special problems involving cash, receivables, inventories, current liabilities, stockholders' equity, including earnings per share.

**BU 108 Income Taxation***3 credits*

PREREQ: BU102

Comprehensive analysis of basic income tax principles as they affect individuals, partnerships, and corporations; application of the tax concepts of gross income, adjusted gross income, taxable income, exemptions, deductions, and credits as interpreted under the Internal Revenue Code, regulations, and court decisions; extensive hands-on laboratory practice in preparation of tax returns and forms with professional level software packages; comparison with New York State laws.

**BU 111 Computer Applications in Accounting***3 credits*

A review of business applications currently used to enhance the productivity of the accountant. The student is expected to be able to apply new tools, such as electronic spreadsheets, integrated accounting, and data base management, to solve selected business problems through hands-on experience in a microcomputer laboratory.

**BU 203 Principles of Statistics***3 credits*

PREREQ: MA128, OR MA260 OR MA321 OR MA440

An introduction to statistical methods and statistical reasoning; nature and scope of statistical inquiries; collection and presentation of data; descriptive methods with particular reference to frequency distributions, correlation, index numbers and time series analysis; elements of probability, sampling methods, sampling error and principles of estimation.

**CJ 101 Introduction to Criminal Justice**

*3 credits*

PREREQ: BE122 OR BE226 OR SATISFACTORY SCORE ON THE CUNY/ACT READING ASSESSMENT TEST OR EXEMPTION FROM NYS ENGLISH REGENTS, SAT VERBAL, BACHELORS DEGREE OR APPROPRIATE TRANSFER CREDIT.

A survey of the institutions and processes of the criminal justice system. Special emphasis on police, courts, and corrections.

**SS 211 Introduction to Macroeconomics**

*3 credits*

PREREQ: BE122 OR BE226 OR SATISFACTORY SCORE ON THE CUNY/ACT READING ASSESSMENT TEST OR EXEMPTION FROM NYS ENGLISH REGENTS, SAT VERBAL, BACHELORS DEGREE OR APPROPRIATE TRANSFER CREDIT.

A study of factors determining national output, income, employment, and prices; the impact of government spending, taxation, and monetary policy; the banking system; economic growth; international trade.

**SS 212 Introduction to Microeconomics**

*3 credits*

PREREQ: BE122 OR BE226 OR SATISFACTORY SCORE ON THE CUNY/ACT READING ASSESSMENT TEST OR EXEMPTION FROM NYS ENGLISH REGENTS, SAT VERBAL, BACHELORS DEGREE OR APPROPRIATE TRANSFER CREDIT.

A study of the determination of prices and the distribution of income under various market conditions; government intervention in the market; a comparison of different types of economic systems.

**Appendix B:**

**PROGRAM CONTENT AND REQUIREMENTS**



**Program Content and Requirements**

Please place an **x** in the appropriate column

	Course Number and Course Title*	No. of Credits	Is this a new course?	Is this a revised course?
List each course required for the college core (if applicable)	EN 101, EN 102 English Composition I, II	6	No	No
	SP 211 Speech Communication	3	No	No
	HI 110 or 111 or 112	3	No	No
	SS 310 Sociology	3	No	No
	SS 410 American Gov't. and Politics or CJ 102 Criminology	3	No	No
	Foreign Language or Liberal Arts and Sciences and up to one credit hour of Physical Education	6-8	No	No
	Lab Science	4	No	No
	MA 440, MA 441, or MA 260 Pre-Calc, or Anal Geometry & Calc I, or Elem Calc for Business	4	No	No
	<b>General Education Core subtotal</b>	<b>32-34</b>		
	List each course required for the major (include any field experience, research, thesis, or capstone course)	BU 101 Principles of Accounting	4	No
BU 102 Principles of Accounting II		4	No	No
BU 103 Intermediate Accounting I		4	No	No
BU 108 Income Taxation or BU 111 Computer Applications in Accounting		3	No	No
BU 203 Principles of Statistics		3	No	No
CJ 101 Introduction to Criminal Justice		3	No	No
SS 211 Macroeconomics or SS 212 Microeconomics		3	No	No
<b>Major Requirements subtotal</b>		<b>24</b>		
List each free electives	BU 108, BU 111, or BU104 Intermediate Accounting II or a Humanities, History or Social Sciences elective and one Physical Education course	2-4	No	No
	<b>Free Electives subtotal</b>	<b>2-4</b>		
Total credits		<b>60</b>		

\* MOST UNDERGRADUATE DEGREE TITLES REQUIRE A SPECIFIED PERCENTAGE OF LIBERAL ARTS CONTENT (FOR EXAMPLE, AA, BA REQUIRE 75%; AS, BS, BSED REQUIRE

50%; AAS REQUIRES 33%). WITHIN THE TABLE, IDENTIFY WITH AN ASTERISK ALL COURSES THAT ARE CONSIDERED LIBERAL ARTS AND SCIENCES

**Appendix C:**  
**PROGRAM SCHEDULING**

Table for **semester** programs

**FRESHMAN AND SOPHOMORE YEAR COURSE SEQUENCES AT QUEENSBOROUGH COMMUNITY COLLEGE (60 CREDITS)**

<b>FRESHMAN YEAR: FALL</b>		<b>FRESHMAN YEAR: SPRING</b>	
<b>COURSE TITLE</b>	<b>Credits</b>	<b>COURSE TITLE</b>	<b>Credits</b>
MA 440, MA 441, or MA 260	4	EN 102 English Composition II	3
BU 101 Principles of Accounting	4	SS 310 Sociology	3
EN 101 English Composition I	3	BU 102 Principles of Accounting II	4
CJ 101 Intro to Criminal Justice	3	SS 211 Macroeconomics or SS 212 Microeconomics	3
SP 211 Speech Communication	3	HI 110 Intr. to Anc. Civs. or HI 111 Intr. Med-Ear. M. W. or HI 112 Intr. Mod. Wes. Civ.	3
<b>Total Credits</b>	<b>17</b>	<b>Total Credits</b>	<b>16</b>
<b>SOPHOMORE YEAR: FALL</b>		<b>SOPHOMORE YEAR: SPRING</b>	
<b>COURSE TITLE</b>	<b>Credits</b>	<b>COURSE TITLE</b>	<b>Credits</b>
BU 108 Income Taxation or BU 111 Computer Applications in Accounting	3	Foreign language or Liberal Arts and Sciences or SS 410 American Government and Politics or CJ 102 Criminology	3-4
BU 103 Intermediate Accounting I	4	Lab Science	4
BU 203 Principles of Statistics	3	Electives (BU 108, BU 111 or BU 104 recommended) or a Humanities, History or Social Sciences elective and one Physical Education Course	2-4
Foreign language or Liberal Arts and Sciences	3-4	SS410 American Government and Politics or CJ 102 Criminology	3
<b>Total Credits</b>	<b>13-14</b>	<b>Total Credits</b>	<b>12-15</b>
<b>Total credits required for A.S. in Accounting for Forensic Accounting</b>		<b>60</b>	

**Appendix D:**  
**FACULTY TEACHING ASSIGNMENTS**



## FACULTY

Course Title (a)	No. of Credits (b)	Faculty Member(s) Assigned to Each Course. (Use "D" to Specify Program Director) (c)	Highest Earned Degree & Discipline, College or University (d)	Relevant Occupational Experience (e)	Relevant other experience (such as certification/ licensure) (f)	Recent Scholarly Contributions (optional below baccalaureate level) (g)
BU 101 Principles of Accounting	4	Shele Bannon Glen Burdi Mona Seiler Kelly Ford Christina Tucker Manzo Ben Milchman Sebastian Murolo Vicki Kasomenakis	M.B.A. Pace University M.B.A. St. John's University M.B.A. Bernard M. Baruch College M.B.A. Molloy College M.B.A. St. John's University M.B.A. Bernard M. Baruch College M.B.A. New York Institute of Technology M.S. C.W. Post Center of Long Island University		C.P.A. State of New York C.P.A. State of New York C.P.A. State of New York C.P.A. State of New York C.P.A. State of New York C.P.A. State of New York C.P.A. State of New York C.P.A. State of New York	
BU 102 Principles of Accounting II	4	Ben Milchman Mona Seiler Christina Tucker Manzo Vicki Kasomenakis James Rosa Kathleen Villani Sebastian Murolo Shele Bannon Kelly Ford	M.B.A. Bernard M. Baruch College M.B.A. Bernard M. Baruch College M.B.A. St. John's University M.S. C.W. Post Center of Long Island University M.B.A. St. John's University M.B.A. Hofstra University M.B.A. New York Institute of Technology M.B.A. Pace University M.B.A. Molloy College		C.P.A. State of New York C.P.A. State of New York C.P.A. State of New York C.P.A. State of New York C.P.A. State of New York C.P.A. State of New York C.P.A. State of New York C.P.A. State of New York C.P.A. State of New York	
BU 203 Principles of Statistics	3	Jonas Falik Angela Poulakidas  Edward Volchok	Ph.D. New York University M.S. Thunderbird American Graduate School of International Management Ph.D. Columbia University			
BU 103 Intermediate Accounting I	4	James Rosa Kelly Ford	M.B.A. St. John's University M.B.A. Molloy College		C.P.A. State of New York C.P.A. State of New York	
BU 108 Income Taxation	3	James Rosa Sebastian Murolo	M.B.A. St. John's University M.B.A. New York Institute of Technology		C.P.A. State of New York C.P.A. State of New York	
BU 111 Computer Applications in Accounting	3	Kathleen Villani Shele Bannon	M.B.A. Hofstra University M.B.A. Pace University		C.P.A. State of New York	
CJ 101 Introduction to Criminal Justice	3	Jane Poulsen Rose-Marie Aikas	Ph.D. New York University M.A. Rutgers University			
SS 211 Macroeconomics	3	Pellegrino Manfra Caf Dowlah Paul Azrak	Ph.D. Fordham University Ph.D. University of Southern California Ph.D. Fordham University			
SS 212 Microeconomics	3	Paul Azrak Pellegrino Manfra Caf Dowlah	Ph.D. Fordham University Ph.D. Fordham University Ph.D. University of Southern California			

### Faculty Assignment

Faculty Member	Title of Position at Institution	Full-time (FT) or Adjunct (Adj.) at the Institution	Full-time (FT) or Part-time (PT) in the Program	If Part-time in the Program, Specify Other Course Responsibilities	
				Titles of Courses Taught Which Are Not Part of the Program	Related Credits
Shele Bannon	Assistant Prof.	Full-time	Full-time		
Glen Burdi	Assistant Prof.	Full-time	Full-time		
Mona Seiler	Professor	Full-time	Full-time		
Kelly Ford	Assistant Prof.	Full-time	Full-time		
Christina Tucker Manzo	Assistant Prof.	Full-time	Full-time		
Ben Milchman	Associate Prof.	Full-time	Full-time		
Sebastian Murolo	Instructor	Full-time	Full-time		
Vicki Kasomenakis	Assistant Prof.	Full-time	Full-time		
Ben Milchman	Associate Prof.	Full-time	Full-time		
Mona Seiler	Professor	Full-time	Full-time		
Christina Tucker Manzo	Assistant Prof.	Full-time	Full-time		
Vicki Kasomenakis	Assistant Prof.	Full-time	Full-time		
James Rosa	Professor	Full-time	Full-time		
Kathleen Villani	Professor	Full-time	Full-time		
Sebastian Murolo	Instructor	Full-time	Full-time		
Shele Bannon	Assistant Prof.	Full-time	Full-time		
Kelly Ford	Assistant Prof.	Full-time	Full-time		
Jonas Falik	Professor	Full-time	Full-time		
Angela Poulakidas	Instructor	Full-time	Full-time		
Edward Volchok	Assistant Prof.	Full-time	Full-time		
James Rosa	Professor	Full-time	Full-time		
Kelly Ford	Assistant Prof.	Full-time	Full-time		
James Rosa	Professor	Full-time	Full-time		
Sebastian Murolo	Instructor	Full-time	Full-time		
Kathleen Villani	Professor	Full-time	Full-time		
Jane Poulsen	Assistant Prof.	Full-time	Full-time		
Pellegrino Manfra	Associate Prof.	Full-time	Full-time		
Caf Dowlah	Assistant Prof.	Full-time	Full-time		
Paul Azrak	Professor	Full-time	Full-time		
Pellegrino Manfra	Associate Prof.	Full-time	Full-time		
Caf Dowlah	Assistant Prof.	Full-time	Full-time		



**FACULTY TO BE HIRED**

Not applicable

**Appendix E:**  
**NEW RESOURCES**

**New Resources**

Expenditures	2011-12 Academic Year <sup>2</sup>	2012-13 Academic Year <sup>†</sup>	2013-14 Academic Year <sup>†</sup>	2014-15 Academic Year <sup>†</sup>	2015-16 Academic Year <sup>†</sup>
Full Time Faculty	0	0	0	0	0
Part Time Faculty	8,415	35,640	66,825	116,325	158,400
Full Time Staff	0	0	0	0	0
Part Time Staff	0	0	0	0	0
Library (Includes Staffing)	0	0	0	0	0
Equipment	0	0	0	0	0
Laboratories	0	0	0	0	0
Supplies & Expenses (Other than Personnel Services)	1,300	1,300	1,300	1,300	1,300
Capital Expenditures	0	0	0	0	0
Other	3,200	3,200	3,200	3,200	3,200
Total all	12,915	40,140	71,325	120,825	162,900

[1] [Specify the inflation rate used for projections.](#)

[2] [Specify the academic year.](#)

[3] [Include fringe benefits.](#)

[4] [New resources means resources engendered by the proposed program.](#)

[5] [Specify what is included in "other" category. \(e.g., student financial aid\).](#)

**Appendix F:**  
**Projected Revenue**



### Projected Revenue

<u>Revenues[1]</u>	1 <sup>st</sup> Year <u>Academic Year[2]</u>	2 <sup>nd</sup> Year Academic Year <sup>†</sup>	3 <sup>rd</sup> Year Academic Year <sup>†</sup>	4 <sup>th</sup> Year Academic Year <sup>†</sup>	5 <sup>th</sup> Year Academic Year <sup>†</sup>
<u>Tuition Revenue[3]</u>					
<u>01. From Existing Sources[4]</u>	\$133,800	\$162,180	\$169,793	\$159,181	\$159,118
<u>02. From New Sources[5]</u>	\$15,300	\$55,998	\$112,051	\$198,340	\$270,175
<b>03. Total</b>	\$149,100	\$218,178	\$281,844	\$357,521	\$429,293
<u>State Revenue[6]</u>					
04. From Existing Sources <sup>§</sup>	\$127,063	\$124,388	\$105,663	\$46,813	\$0
05. From New Sources <sup>**</sup>	\$13,375	\$57,513	\$108,338	\$188,588	\$256,800
<b>06. Total</b>	\$140,438	\$181,900	\$214,000	\$235,400	\$256,800
<u>Other Revenue[7]</u>					
07. From Existing Sources <sup>§</sup>	\$0	\$0	\$0	\$0	\$0
08. From New Sources <sup>**</sup>	\$0	\$0	\$0	\$0	\$0
<b>09. Total</b>	\$0	\$0	\$0	\$0	\$0
<u>Grand Total[8]</u>					
10. From Existing Sources <sup>§</sup>	\$260,863	\$286,568	\$275,456	\$205,994	\$159,118
11. From New Sources <sup>**</sup>	\$28,675	\$113,511	\$220,389	\$386,927	\$526,975
<b>TOTAL</b>	\$289,538	\$400,078	\$495,844	\$592,921	\$686,093



**Appendix G:**

**Supporting Materials for Projected Revenue**







**Appendix H:**  
**Five-year Financial Projections**

## Five-year Financial Projections

### Tuition & Fees:

Number of Majors (Enter # of EXISTING FULL TIME In State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Instate Tuition & Fees

### Tuition & Fees:

Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Out of State Tuition & Fees

### TOTAL EXISTING FULL TIME TUITION REVENUE

### Tuition & Fees:

Number of Majors (Enter # of EXISTING PART-TIME In State Students)

Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Instate Tuition & Fees

### Tuition & Fees:

Number of Majors (Enter # of EXISTING PART-TIME Out of State Students)

Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Majors (Enter # of EXISTING FULL TIME In State Students)	35	33	29	13	0
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$3,300	\$3,366	\$3,433	\$3,502	\$3,572
Total Tuition	\$115,500	\$111,078	\$99,566	\$45,526	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Instate Tuition & Fees	\$115,500	\$111,078	\$99,566	\$45,526	\$0
Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)	1	2	1	0	
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$6,600	\$6,732	\$6,867	\$7,004	\$7,144
Total Tuition	\$6,600	\$13,464	\$6,867	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	\$6,600	\$13,464	\$6,867	\$0	\$0
<b>TOTAL EXISTING FULL TIME TUITION REVENUE</b>	<b>\$122,100</b>	<b>\$124,542</b>	<b>\$106,433</b>	<b>\$45,526</b>	<b>\$0</b>
Number of Majors (Enter # of EXISTING PART-TIME In State Students)	4	16	29	51	70
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15	15	15	15	15	15
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$140	\$143	\$146	\$149	\$152
Total Tuition	\$8,400	\$34,272	\$63,360	\$113,655	\$159,118
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees					
Total Instate Tuition & Fees	\$8,400	\$34,272	\$63,360	\$113,655	\$159,118
Number of Majors (Enter # of EXISTING PART-TIME Out of State Students)	1	1	0	0	0
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15	15	15	0	0	0

	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$220	\$224	\$229	\$233	\$238
Total Tuition	\$3,300	\$3,366	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0				
Total Out of State Tuition & Fees	\$3,300	\$3,366	\$0	\$0	\$0
<b>TOTAL EXISTING PART TIME REVENUE</b>	<b>\$11,700</b>	<b>\$37,638</b>	<b>\$63,360</b>	<b>\$113,655</b>	<b>\$159,118</b>
<b>TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)</b>	<b>\$133,800</b>	<b>\$162,180</b>	<b>\$169,793</b>	<b>\$159,181</b>	<b>\$159,118</b>

Tuition & Fees:					
Number of Majors (Enter # of NEW FULL TIME In State Students)	4	16	29	51	70
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$3,300	\$3,366	\$3,433	\$3,502	\$3,572
Total Tuition	\$13,200	\$53,856	\$99,566	\$178,601	\$250,042
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Instate Tuition & Fees	\$13,200	\$53,856	\$99,566	\$178,601	\$250,042
Tuition & Fees:					
Number of Majors (Enter # of NEW FULL TIME Out of State Students)	0	0	1	2	2
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$6,600	\$6,732	\$6,867	\$7,004	\$7,144
Total Tuition	\$0	\$0	\$6,867	\$14,008	\$14,288
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	\$0	\$0	\$6,867	\$14,008	\$14,288
<b>TOTAL NEW FULL TIME TUITION REVENUE</b>	<b>\$13,200</b>	<b>\$53,856</b>	<b>\$106,433</b>	<b>\$192,609</b>	<b>\$264,330</b>
Tuition & Fees:					
Number of Majors (Enter # of NEW PART-TIME In State Students)	2	11	20	34	47
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15	15	15	15	15	15

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	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$140	\$143	\$146	\$149	\$152
Total Tuition	\$2,100	\$2,142	\$2,185	\$2,229	\$2,273
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0				
Total Instate Tuition & Fees	\$2,100	\$2,142	\$2,185	\$2,229	\$2,273
Tuition & Fees:					
Number of Majors (Enter # of NEW PART-TIME Out of State Students)	0	0	1	1	1
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15	0	0	15	15	15
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$220	\$224	\$229	\$233	\$238
Total Tuition	\$0	\$0	\$3,433	\$3,502	\$3,572
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	\$0	\$0	\$3,433	\$3,502	\$3,572
<b>TOTAL NEW PART TIME REVENUE</b>	<b>\$2,100</b>	<b>\$2,142</b>	<b>\$5,618</b>	<b>\$5,731</b>	<b>\$5,845</b>
<b>TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)</b>	<b>\$15,300</b>	<b>\$55,998</b>	<b>\$112,051</b>	<b>\$198,340</b>	<b>\$270,175</b>
# CURRENT FTEs (use prorated FTEs for PT Students)	47.5	46.5	39.5	17.5	0
Appropriation per FTE	\$2,675	\$2,675	\$2,675	\$2,675	\$2,675
<b>STATE REVENUE FROM EXISTING SOURCES</b>	<b>\$127,063</b>	<b>\$124,388</b>	<b>\$105,663</b>	<b>\$46,813</b>	<b>\$0</b>
# NEW FTEs	5	21.5	40.5	70.5	96
Appropriation per FTE (FY10)	\$2,675	\$2,675	\$2,675	\$2,675	\$2,675
<b>STATE REVENUE FROM NEW SOURCES</b>	<b>\$13,375</b>	<b>\$57,513</b>	<b>\$108,338</b>	<b>\$188,588</b>	<b>\$256,800</b>

**Appendix I:**  
**STUDENT SURVEY**

## Student Interest Survey

Queensborough Community College (QCC) is planning on offering an Associate in Science (A.S) degree to prepare students for a career in Forensic Accounting. Forensic accountants are specially trained to identify evidence of fraud, investigate fraud, provide litigation support and to prevent fraud. This proposed degree will be a jointly registered, dual admission program with John Jay College of Criminal Justice's Bachelor of Science in Economics: Forensic Financial Analysis (B.S.).

Upon successful completion of the lower division at QCC, students will have a seamless transition to the upper division of the baccalaureate program at John Jay.

The following page lists the Freshman and Sophomore year course sequences at Queensborough Community College (60 Credits)

Would you be interested in this program?      Yes      No



**FRESHMAN AND SOPHOMORE YEAR COURSE SEQUENCES AT  
QUEENSBOROUGH COMMUNITY COLLEGE (60 CREDITS)**

<b>FRESHMAN YEAR: FALL</b>		<b>FRESHMAN YEAR: SPRING</b>	
<b>COURSE TITLE</b>	<b>Credits</b>	<b>COURSE TITLE</b>	<b>Credits</b>
MA 440, MA 441, or MA 260	4	EN 102 English Composition II	3
BU 101 Principles of Accounting	4	SS 310 Sociology	3
EN 101 English Composition I	3	BU 102 Principles of Accounting II	4
CJ 101 Intro to Criminal Justice	3	SS 211 Macroeconomics or SS 212 Microeconomics	3
SP 211 Speech Communication	3	HI 110 Intr. to Anc. Civs. or HI 111 Intr. Med-Ear. M. W. or HI 112 Intr. Mod. Wes. Civ.	3
<b>Total Credits</b>	<b>17</b>	<b>Total Credits</b>	<b>16</b>
<b>SOPHOMORE YEAR: FALL</b>		<b>SOPHOMORE YEAR: SPRING</b>	
<b>COURSE TITLE</b>	<b>Credits</b>	<b>COURSE TITLE</b>	<b>Credits</b>
BU 108 Income Taxation or BU 111 Computer Applications in Accounting	3	Foreign language or Liberal Arts and Sciences	3-4
BU 103 Intermediate Accounting I	4	Lab Science	4
BU 203 Principles of Statistics	3	Electives (BU 108, BU 111 or BU 104 recommended) or see electives	2-4
Foreign language or Liberal Arts and Sciences and up to one credit hour of Physical Education	3-4	SS410 Amer. OR CJ 102 Criminology	3
<b>Total Credits</b>	<b>13-14</b>	<b>Total Credits</b>	<b>12-15</b>
<b>Total credits to be taken at Queensborough Community College</b>			<b>60</b>

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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

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached **as one file only** and emailed to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)

1. a. **Department(s) or program(s)** proposing this course: English

b. **Date** submitted to Office of Undergraduate Studies:

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

Jay Walitalo

Email address(es): jwalitalo@jjay.cuny.edu

Phone number(s): 212.484.1192

2. a. **Title of the course:** Screenwriting for Film, Television and the Internet

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

3. a. **Level** of this course:

\_\_\_\_100 Level 200 Level \_\_\_\_300 Level \_\_\_\_400 Level

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

Introducing students to the advanced characterization and narrative complexity associated with writing for the screen builds on and follows logically from the foundational creative writing skills, techniques and concepts presented in English 218.

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

\_\_ENG\_\_\_\_\_

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

This course will introduce students to the methods and practices of contemporary screenwriting as they apply to film, television and internet productions that involve moving images. Students will explore screenwriting's history, evolution, and relationship to other forms of creative writing and consider the implications and consequences of screenwriting's relationship to justice issues. They will develop their own screenwriting voices as they master the skills of synopsising, writing, analyzing, critiquing, editing, revising and rewriting. Successful students will develop an understanding of and appreciation for the key elements of writing for the screen—setting, narrative structure, dialogue, screen direction, and characterization—and will produce written works that are original, well-developed, and production-ready.

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): English 102/201 and English 218 or Drama 110 or Literature 275 or permission of the instructor.

6. Number of:
- Class hours   3
  - Lab hours
  - Credits   3

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

       No

  X   Yes. If yes, then please provide:

- Semester(s) and year(s): Winter 2010; Fall 2010
- Teacher(s): Jay Walitalo
- Enrollment(s): 11; 26
- Prerequisites(s): English 201

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

A screenwriting course would contribute a new writing-centered course to the department's new Writing Minor and a new film-centered course to the new Film Minor; it would also complement the film and creative writing courses already offered. For students who have taken or are planning to take our other film courses, the course would illuminate the connection between film and writing. For students who have taken other creative writing courses, the course would draw connections from novels, plays and short stories to screenplays. It would also provide them the opportunity to develop an important skill as we move from print to internet and increasingly to internet-based films and video productions.

9. **Course learning objectives:**

**a. Knowledge objectives:**

(What do you expect students to know after taking this course?)

Students will have a firm understanding of:

- 1) Screenwriting's history, evolution, and relationship to other forms of creative writing.
- 2) Screenwriting's relationship to justice issues.
- 3) The key elements of writing for the screen, including setting, narrative structure, dialogue, screen direction, and characterization.
- 4) The vocabulary of screenwriting, including terms associated with critical analysis and terms specifically associated with the practice of screenwriting.
- 5) The necessity of revision in creative writing.
- 6) The necessity of adhering to the conventions of standard written English in all elements of the script/screenplay, with the exception of dialogue.

**b. Performance objectives:**

(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

After completing the course, students will be able to apply their knowledge of the basic elements of screenwriting—relevant settings; complicated and realistic narrative structures; appropriate, socially relevant, believable and complex characters; contextualized and natural-sounding dialogue; coherent and relevant action—to produce written works for the screen (film, television, and the internet) that are original, well-developed, camera-ready and conform to accepted formatting standards. They will also be able to comfortably navigate computer software specifically designed for screenwriting.

**c. Information literacy objectives:**

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Yes. Students will be required to locate, retrieve and evaluate film and television scripts from an online database of produced screenplays. They will also be required to locate, retrieve and evaluate sources from scholarly online databases such as Ebscohost Academic Search Complete and Gale Literature Resource Center.

ii. Will students be required to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Yes. Students will be required to access the Internet Movie Script Database (<http://www.imsdb.com/>), an open-source website, to access film and television scripts. They will also be required to access specific scholarly databases—such as Ebscohost and Gale Literature Resource Center—through the John Jay Library website.

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

Students will be taught how to access and use these tools during the first two weeks of class.

**B2****d. How do the above learning objectives relate to the objectives of the program, major or minor?)**

The course's learning objectives will directly relate to and reinforce learning objectives outlined in the Writing Minor guidelines:

Students will learn vocabulary terms specific to screenwriting and use these terms as they critique each other's work. Students will discover the importance of making informed choices in creative writing as they study, discuss and write about scripts written by noted screenwriters. Students will apply the knowledge gained through the study of successful scripts to their own writing. Students will learn that thorough revision is the key to good writing as they submit rough and final drafts for all screenwriting assignments. Students will develop a creative writing voice by producing works that are original in content and considerate of both demographic and professional audiences.

The course's learning objectives will also directly relate to and reinforce learning objectives outlined in the Film Minor guidelines:

Students will learn about the history of film—particularly changes in film technique, technology and style—as it relates to screenwriting. Students will study the narrative features and structural elements of published screenplays and write critically about them. Students will learn vocabulary terms specific to film and screenwriting and use these terms to write about published screenplays, screened films and each other's work. Students will learn about the plot structures, themes and narrative devices associated with various film genres. Students will learn about screenwriting's relationship to other forms of creative writing, including prose fiction and playwriting.

**e. Assessment:**

How will students demonstrate that they have achieved these course objectives?

Students will produce seven screenwriting-related assignments—three detailed character biographies, a treatment, a first draft of a complete scene, a final draft of a complete scene, a first draft of a full sequence, a final draft of a full sequence, and a one-page synopsis of a larger project that incorporates all completed scenes and sequences—and a writing journal with entries that demonstrate their knowledge of screenwriting's history, evolution and relationship to justice issues and other forms of creative writing. Students will also take a final exam that will measure their knowledge of critical and

screenwriting-specific terms. At the end of the course, students will submit a portfolio—containing all of the above assignments—to the instructor for evaluation.

10. **Recommended writing assignments**

Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College's guidelines for Writing Across the Curriculum. Go to <http://www.jjay.cuny.edu/undergraduatestudies/> and click the link for Writing Across the Curriculum.)

Character biographies – 3 pages.

Treatment – 1-2 pages.

First Draft of Scene – 4-5 pages

Final Draft of Scene – 4-5 pages

First Draft of Sequence – 12-15 pages-\*

Final Draft of Sequence – 12-15 pages

Synopsis – 1 page

Writing Journal Entries – 15 pages

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).)

- a. Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

No

Yes. If yes, please give some examples.

Parker, Philip (1999). *The Art and Science of Screenwriting*. Exeter, England: Intellect.

Black, Irwin R. (1996). *The Elements of Screenwriting*. New York: Macmillan.

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Geiger, Jeffrey (2005). *Film Analysis; A Norton Reader*. New York: W.W. Norton.

Pinter, Harold (1973). *Five Screenplays*. New York: Grove Press.

- b. Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?

No

Yes. If yes, please name them.

Grant, Barry K. (2007). *Schirmer Encyclopedia of Film*. Detroit: Schirmer.

Monaco, James (1991). *The Encyclopedia of Film*. New York: Perigree Books.

- c. What books do you **recommend the library acquire** to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.)  
Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

Towne, Robert (1997). *Two Screenplays: Chinatown and The Last Detail*. New York: Grove Press.

Iglesias, Karl (2001). *The 101 Habits of Highly Successful Screenwriters*. Avon, MA: Adams Media

- d. Will students be directed to use any specific **bibliographic indexes/databases**? (Please check the list of databases licensed by the library before answering this question.)

No

Yes. If yes, please name them.



Biography References Bank

Biography Resource Center

**Name of library faculty member consulted:** Marta Bladek, Ph.D.

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

No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

Yes

I have taught the course twice as an experimental, and in both cases students were able to access and successfully use free online screenwriting software (fivesprockets.com) to produce properly formatted written work. Microsoft Word—which is available to students in the John Jay computer labs—can also be utilized to produce screenplay/script formats by changing the default settings.

13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at <http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf>

The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6<sup>th</sup> week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

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14. Date of **Department curriculum committee** approval: 3/21/11

15. **Course offerings**

a. When will this course be taught?

Every semester, starting \_\_\_\_\_

One semester each year, starting \_\_\_\_2012\_\_\_\_

One semester every two years, starting \_\_\_\_\_

b. How many sections of this course will be offered? \_\_1\_\_

c. Who will be assigned to teach this course?

Jay Walitalo

Jeffrey Heiman

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

No

Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

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

Not applicable

No

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

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

**B2** X  No Yes. If yes, number and name of course(s) to be withdrawn.

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

Name(s): Allison Pease

Date of approval: 9/8/11

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

 No Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

Writing Minor

Film Minor

- c) Please attach a
- letter, memo, or email of approval**
- with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer's department].

<b>Semester:</b> _____ <b>ENGLISH</b> ____, <b>sec.</b> __ (code#____) <b>M/W</b> __am/pm-__am/pm ( __ period) <b>John Jay College, 445 W 59<sup>th</sup>, NY NY</b> <b>Room</b> ____, _____ <b>Bldg.</b>	Prof. Jay G Walitalo jwalitalo@jjay.cuny.edu Office: 619 W 54, Rm 767 (212) 484-1192 Office Hours: _____ & by appt.
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**John Jay College of Criminal Justice****English Department****English** \_\_\_\_ : **Screenwriting for Film, Television and the Internet****Course Prerequisite:**

ENG 102/201 and ENG 218 or Drama 110 or Lit 275 or permission of the instructor.

Approved by UCASC, September 16, 2011, prepared for College Council, October 19, 2011

**B2****Course Description:**

This course will introduce students to the methods and practices of contemporary screenwriting as they apply to film, television and internet productions that involve moving images. Students will explore screenwriting's history, evolution, and relationship to other forms of creative writing and consider the implications and consequences of screenwriting's relationship to justice issues. They will develop their own screenwriting voices as they master the skills of synopsising, writing, analyzing, critiquing, editing, revising and rewriting. Successful students will develop an understanding of and appreciation for the key elements of writing for the screen—setting, narrative structure, dialogue, screen direction, and characterization—and will produce written works that are original, well-developed, and production-ready.

**Course Objectives:**

This course is designed to introduce you to the basic elements of screenwriting. A student experiencing a successful outcome at the end of the course will have demonstrated:

- a working knowledge of critical terms associated with the analysis of screenplays
- a working knowledge of terms associated with the practice of screenwriting
- an understanding of screenwriting's relationship to justice issues
- the ability to produce and develop complicated and realistic narrative structures
- the ability to produce and develop appropriate, believable and complex characters
- the ability to produce and develop relevant settings
- the ability to produce and develop contextualized and natural-sounding dialogue
- the ability to produce and develop coherent and relevant action

**Course Requirements:**

Students will be expected to fulfill the minimal requirements:

- Come to class. Class attendance is mandatory. Attendance is taken at the beginning of class. 3 lates = 1 absence. Four unexcused absences will cause the instructor to lower your final course grade by one-third of a grade. If you accrue more than four (5+) unexcused absences—which is more than two week's worth of classes—you may fail the course. An absence will be considered "excused" if you have a doctor's note or some other documentation stating you needed to be somewhere during class time. You can also be excused simply by informing the instructor of a necessary absence before that absence occurs.

- Complete and be ready to discuss all assigned readings.

- Participate in group activities and class discussions.

- Complete all assigned writing activities.

- Complete seven screenwriting-related assignments:

- three detailed character biographies
- a treatment
- a first draft of a complete scene
- a final draft of a complete scene
- a first draft of a full sequence
- a final draft of a full sequence
- a 1-page synopsis of your project

These assignments will be assigned and discussed in class.

- Maintain a writing journal. Each journal entry should be 200-250 words in length. Topics for the journal will evolve from class discussions or be assigned by the instructor. Some journal entries will require the

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utilization of scholarly databases (via the JJ Library website) and/or other internet resources. Details on the journal will be passed out and discussed in class.

- Present all completed work, including writing journal entries, in a final portfolio at the end of the course.
- Participate in peer review/evaluation activities.
- Participate in student-instructor conferencing.

**Policies and Procedures:**

Late papers: Late papers are accepted, but you lose one-third of a grade for every class past the due date. Assignments more than 4 class periods late are not accepted (you get an F for that paper). No assignments will be accepted after the last day of class.

Paper Formats: For character biographies and treatments: type and staple (no paper clips or folded corners) all final drafts. Use the 'Times New Roman' 12pt. font and standard margins. Double-space. For script scenes and sequences: use an appropriate screenwriting program (details in class) to maintain proper formatting. All submitted scenes and sequences should be stapled or held together with brass fasteners (also known as "brads" to screenwriters).

Tutoring: While all students are strongly encouraged to utilize the tutoring services available at the JJ Writing Center, please note that WC tutors are generally not familiar with the fundamentals of writing for the screen and thus may only be able to assist you with the character biography, treatment and synopsis assignments. It is thus absolutely imperative that you attend class, take notes, ask questions and work closely with the instructor.

Plagiarism: Write everything IN YOUR OWN WORDS. From the John Jay Undergraduate Bulletin: "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." Any submitted work that contains plagiarized elements will receive an automatic 'F'. Repeated infractions will be reported to the college authorities.

Classroom procedures: Our classroom will function as a kind of a workshop in which we will work our way through the various steps of the screenwriting process, discuss problems of composing, share and critique each other's work, and develop a way of talking about how we write. Consequently, it is essential that you attend class without fail and that you arrive with the reading and writing assignments prepared, in hand. In short, to do well in this class you must be present—physically, mentally, and intellectually. Your classmates and I need your contribution to classroom discussions if this is to be an enriching experience.

Classroom behavior: Personal electronic devices (smart phones, iPods, etc.) are great things to have, but they are not appropriate for use in the classroom. **Please turn all these devices off (not on 'vibrate')** when you come to class and **do not answer, play with or engage in text messaging from your phone during class. Do not sit in class with ear buds in your ears or headphones on. Please do not wander in and out of class** for any reason; it is distracting to the instructor and your fellow students. Use the bathroom,

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eat, make calls, etc. before or after class. And, finally, please **do not eat in class**.

**Required Texts:**

Screenplay: The Foundations of Screenwriting, Revised Edition by Syd Field. Published in 2005 by Delta. ISBN:0385339038

Chinatown: Screenplay by Robert Towne. Published in 2000 by Faber & Faber. ISBN: 0571202241

Note: the texts may be supplemented with additional handouts. Please bring these readings to class with you.

**Exams:**

There will be 1 multiple choice final exam on screenplay and critical terminology.

**Grading:**

Here's how your final grade for the course will be determined:

- 80% Contents Of Your Portfolio [with each of the seven screenwriting assignments counting as 10% of your final grade and the journal counting as another 10%]
- 10% Final Exam
- 10% Participation/Attendance

All papers submitted to the instructor and the final exam will be given a letter grade. The numerical values assigned to each grade will correspond to the grade scale outlined in the John Jay Student Bulletin:

## Grade and Numerical Value:

A 4.0  
 A- 3.7  
 B+ 3.3  
 B 3.0  
 B- 2.7  
 C+ 2.3  
 C 2.0  
 C- 1.7  
 D+ 1.3  
 D 1.0  
 D- 0.7  
 F 0.0

## Explanation of Grades:

A, A- *Excellent*

B+, B, B- *Very Good*

C+, C *Satisfactory*

C-, D+, D, D- *Poor* [these are passing grades, but too many of these grades can lead to dismissal from the College because of a low grade point average]

F *Failure* [an F is not erased when the course is taken again and passed]

Date	Day's Agenda	Homework
Week 1/Day 1	<p>Introductions.            Course overview.            Discussion (ongoing) of critical and screenplay-specific terminology [handout: list of important screenwriting and critical terms]; a brief history of screenwriting, part 1</p>	<p>Buy the textbooks listed above. Read chapter 1, Field, pp.15-30.</p>
Week 1/Day 2	<p>Lecture/Discussion:            What is a screenplay? How is a screenplay similar to a play, a novel, other forms of creative writing? How is it different? Who is the “author” of a movie? What is a shooting script?; a brief history of screenwriting, part 2.</p>	<p>Read pp.1-20, Towne (+ journal entry). Journal: discuss your understanding of the history of screenwriting. Use your class notes and the internet.</p>
Week 2/Day 1	<p>Lecture/Discussion:            Basic screenplay structure: Act 1 (the set-up), Act 2 (confrontation/conflict), Act 3 (resolution). Plot points. Characterization.</p>	<p><b>Assignment 1: write your character biographies.</b>            Read pp. 21-35, Towne (+journal entry). Read chapters 3 and 4, Field, pp. 43-73.</p>
Week 2/Day 2	<p>Lecture/Discussion:            3 unities of dramatic action: time, place, action.            You’ve created some characters—now make them do something.            Towne, p. 1-35.</p>	<p>Revise/edit your character biographies. Read excerpt from “Glengarry Glen Ross” by David Mamet (handout). Write journal entry for “Glengarry Glen Ross”.</p>
Week 3/Day 1	<p>Film screening: “Glengarry</p>	<p>Journal writing: Glengarry</p>

**B2**

	Glen Ross” (directed by James Foley; screenplay by David Mamet, US, 1992), part 1. Peer review/critiques: character biographies.	Glen Ross, part 1. Complete character biographies. Read chapter 2, Field, pp.31-42. Read Towne, pp.36-70 (+journal entry).
Week 3/Day 2	Film screening: “Glengarry Glen Ross” part 2. Lecture/Discussion: what does Mamet’s screenplay imply regarding the role of competition in contemporary society?; The Subject: what is <u>your</u> screenplay about? <b>Assignment 1 (character biographies) due.</b>	Journal writing: Glengarry, part 2. Read p. 35-60, Towne (+journal entry). Read sample treatment (handout). Read chapter 13, Field.
Week 4/Day 1	Lecture/Discussion: What is a treatment? Evolution of the screenplay form. Elements of the contemporary screenplay, part 1: the “master scene” form, the slug line, action, “suggestions”.	<b>Assignment 2: begin writing your treatment.</b> Read Towne, pp. 70-95 (+journal entry).
Week 4/Day 2	Lecture/Discussion: Elements of the contemporary screenplay, part 2: new characters, dialogue, stage directions, transitions. Towne, up to p. 95	Continue writing/editing/revising your treatment. Read chapters 5, 6 and 7, Field, pp. 74-105.
Week 5/Day 1	Peer review/critiques: treatments. Lecture/discussion: How to resist camera	Complete your treatment. Read Towne, pp. 95-120 (+journal entry). Read chapter 10, Field, pp. 160-



	directions: using accepted screenplay terms that achieve the same thing.	182.
Week 5/Day 2	Lecture/discussion: Towne, up to page 120. Scene versus sequence; continuity. How to write a scene. <b>Assignment 2 (treatment) due.</b>	Read excerpt from “Winter’s Bone” by Debra Granik (handout). Journal entry for “Winter’s Bone” excerpt. <b>Assignment 3: write a scene.</b>
Week 6/Day 1	Film screening: “Winter’s Bone” (directed by Debra Granik; screenplay by Debra Granik, US, 2010), part 1.	Journal writing: Winter’s Bone, part 1. Continue working on your scene. Read pp. 121-146, Towne (+journal entry).
Week 6/Day 2	Film screening: “Winter’s Bone”, part 2. Class discussion: In what ways does “Winter’s Bone” address poverty and social justice issues?; Towne, up to page 146: can we see social justice issues forming in Towne’s script? What are they? How do they function in the larger narrative? Peer review/critiques: scene assignment.	Journal writing: Winter’s Bone, part 2. Rewrite/revise your scene based on partner’s and instructor’s comments.
Week 7/Day 1	Midterm Journal Reviews. Student/Instructor conferencing, part 1	Complete assignment 3 (first draft of scene). Read chapter 11, Field, pp. 183-198.
Week 7/Day 2	Midterm Journal Reviews.	None.

**B2**

	Student/Instructor conferencing, part 2. <b>Assignment 3 (first draft scene) due.</b>	
Week 8/Day 1	Lecture/Discussion: In which 'Act' would your completed scene be? Beginning, middle, end of each 'Act'. Building a sequence around your completed scene.	Read 2 articles on Chinatown (handouts). Write journal entries for both articles. <b>Assignment 4: write final draft of your scene.</b>
Week 8/Day 2	In-class workshop: revising/rewriting the first draft of your scene. Lecture/discussion: The Big Picture: scene → sequence → Act (including 'plot points') → script.	Revise the first draft of your scene. Read chapter 8, Field, pp. 127-141.
Week 9/Day 1	Film screening: "Chinatown" (directed by Roman Polanski; screenplay by Robert Towne, US, 1974), part 1. <b>Assignment 4 (final draft of scene) due.</b>	Journal writing: Chinatown, part 1. <b>Assignment 5: begin work on your "sequence".</b>
Week 9/Day 2	Film screening: "Chinatown" (directed by Roman Polanski; screenplay by Robert Towne, US, 1974), part 2. Discussion: What does "Chinatown" say about the relationship of wealth to power and justice in American society? Lecture/discussion: Making connections: how scenes become an effective sequence.	Journal writing: Chinatown, part 2. Continue working on your sequence.

Week 10/Day 1	Lecture/discussion: “Chinatown”: Roman Polanski’s interpretation of Towne’s script. The importance of continuous ‘discovery’ in a screenplay. When is a screenplay too “populated”?	Journal writing: who is the “author” of Chinatown? Continue working on your sequence.
Week 10/Day 2	Peer review/critiques: sequences. In-class workshop: is your sequence a unit of dramatic action unified by a <i>single</i> idea? How might you modify your first scene to make it work with your new scene(s)?	Revise/edit/rewrite your sequence. Read chapter 14, Field, pp. 238-256.
Week 11/Day 1	Lecture/discussion: Learn the rules to break them: plot, characterization, structure; artistic responsibility/ethics: taking liberties with the facts; what is entertainment’s relationship to justice?	Continue revising/editing/rewriting your sequence. Read chapter 15, Field, pp. 257-274.
Week 11/Day 2	Lecture/discussion: adaptation of existing works; copyright; optioning. <b>Assignment 5 (first draft sequence) due.</b>	Read chapter 16, Field, pp. 275-288.
Week 12/Day 1	Lecture/discussion: Collaborating on a script: more issues of authorship. Partners versus writing teams.	Journal writing: discuss the quote from James Joyce on p. 142 (Syd Field) as it relates to your own writing experience.

**B2**

Week 12/Day 2	In-class workshop: preparing the final draft of your sequence.	<b>Assignment 6: write final draft of your sequence.</b>
Week 13/Day 1	In-class workshop: preparing the final draft of your sequence. Lecture/discussion: How to write a 1-page synopsis.	Revise/edit/rewrite first draft of sequence. <b>Assignment 7: write a 1-page synopsis of your project.</b>
Week 13/Day 2	In-class workshop: preparing the final draft of your sequence.	Revise/edit/rewrite first draft of sequence.
Week 14/Day 1	Lecture/discussion: What can you do with what you have created in this class? How do screenplays get read (by producers)? Internet productions, guerilla filmmaking, trailers/teasers.	Put your portfolio together (should include assignments 1 through 7)
Week 14/Day 2	<b>Portfolio due</b> (contains <u>all work</u> —including all rough and final drafts—completed in the course)	Read chapter 17, Field, pp. 289-304.
Week 15/Day 1	In-class portfolio exchange.	Journal writing: assess your performance in the course (350-400 words)
Week 15/Day 2	Final journal reviews. Course overview. How to prepare for the final exam.	Study for the final exam.

Final Exam: \_\_\_\_\_ [date & time] \_\_\_\_\_ in our regular room.

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

## Course Revision Form

**This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.**

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

Please complete every item and submit this form to the Office of Undergraduate Studies via email to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

**Date Submitted:** 05/05/2010; Revision submitted 9/12/11

**1. Name of Department or Program:** Forensic Psychology

**2. Contact information of proposer(s):**

Name(s): Angela Crossman  
Email(s): [acrossman@jjay.cuny.edu](mailto:acrossman@jjay.cuny.edu)  
Phone number(s): 212-237-8653

**3. Current number, title, and abbreviated title of course:** PSY 272 – Correctional Psychology  
(Abbreviated title can be found on SIMS)

**4. Current course description:** Explores the major psychological themes and problems in rehabilitating the offender. Issues investigated will include the functions of the correctional psychologist; the efficacy of behavior modification and other treatment modalities; training and supervision of paraprofessionals in correctional settings; sexuality in prison; community-based corrections; prisoner classifications and assessment; prison violence; and the future of correctional psychology.

- a. Number of credits and hours:* 3.0 credits/ 3.0 hours per week
- b. Number of class hours (please specify if the course has lab hours):* 3 (no lab hours)
- c. Current prerequisites:* Eng 101; PSY 101

**5. Describe the nature of the revision:** We would like to make the course a 300 level course (making Eng 102/201 a new prerequisite) and add PSY 242 to the prerequisites. We would also like to make a slight revision to the course description (see below)

**6. Rationale for the proposed change(s):** As we are changing the curriculum, we are making all general electives that count toward the major as 300 level courses. Since this is a specialized course, it requires a stronger foundation in psychology, which is more appropriate for the 300 level. This course already has a 10-page paper and is being taught as a 300 level course. Requiring PSY 242 (Abnormal Psychology) as a prerequisite enables the students to have

**B3**

knowledge of general psychopathology, which is vital when studying the correctional population. It also ensures that students are better prepared when they take this course. The course description would be slightly modified such that the words re-entry and reintegration would replace the term rehabilitate, as this word has become somewhat obsolete in the real world of corrections, having been replaced with re-entry and/or reintegration.

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

*a. Revised course description:* This course explores the major psychological themes and problems in assisting the re-entry and reintegration of the offender into society. Issues investigated will include the ethics and functions of the correctional psychologist; the efficacy of behavior modification and other treatment modalities; training and supervision of paraprofessionals in correctional settings; sexuality in prison; community-based corrections; prisoner classifications and assessment; prison violence; and the future of correctional psychology.

*b. Revised course title:* na

*c. Revised number of credits and hours:* na

*d. Revised number of hours:* na

*e. Revised prerequisites:* Eng 102/201; PSY 242

9. Enrollment in past semesters: 72 students spring 2010

10. Does this change affect any other departments?

No

Yes

What consultation has taken place?

We notified the advisors/directors of the following programs of the proposed changes: the Culture & Deviance Studies major (Dr. Hegeman), the Criminal Justice majors (Drs. Cauthen, Latzer and Pollini), the chair of the Anthropology department (and minor advisor; Dr. Curtis), and chair of the Sociology department curriculum committee (Dr. Karmen) of the proposed changes.

11. Date of Department or Program Curriculum Committee approval: 05/05/2010

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

Thomas Kucharski

**PSY 3XX**  
**Correctional Psychology**  
**Spring 2011**

**Instructor:** Gerard Bryant, Ph.D.  
**Class:** Tuesday and Thursday from 6:25 PM to 7:40 PM in Room 2503 North Hall  
**Office Hours:** Thursdays: 7:40 – 8:40pm and by appointment  
**Office:** North Hall, Room 3508N  
**Phone:** 718-840-5021 (w) or 917-287-9250 (c).  
**E-mail:** [gbryant@bop.gov](mailto:gbryant@bop.gov) and [gwbryant@jjay.cuny.edu](mailto:gwbryant@jjay.cuny.edu).

**Course Description:**

This course explores the major psychological themes and problems in assisting the re-entry and reintegration of the offender into society. Issues investigated will include the ethics and functions of the correctional psychologist; the efficacy of behavior modification and other treatment modalities; training and supervision of paraprofessionals in correctional settings; sexuality in prison; community-based corrections; prisoner classifications and assessment; prison violence; and the future of correctional psychology.

**Pre-requisites:**

ENG 102/201, PSY 242

**Required Text:**

Allen, B., & Bosha, D. (1981). *Games Criminals Play: How you can profit by knowing them*. Sacramento, CA: Rae John Publishers

Fagan, T., & Ax, R. (Eds.). (2003). *Correctional mental health handbook*. Thousand Oaks, CA: Sage.

**Recommended Textbooks:**

Correia, K. M. (2001). *A handbook for correctional psychologists*. Springfield, IL: C. C. Thomas.

**Assigned Readings:**

Additional readings will be posted on Blackboard throughout the semester, and are designated by “AR” (assigned reading) on the class schedule. Examples are listed below.

1. Berg, M. T. & DeLisi, M. (2006). The correctional melting pot: Race, ethnicity, citizenship, and prison violence. *Journal of Criminal Justice*, 34, 631-642.
2. Harris, P. J., Baltodano, H. M., Artiles, A. J. & Rutherford, R. B. (2006). Integration of culture in reading studies for youth in corrections: A literature Review. *Education & Treatment of Children*, 29, 749-778.
3. Kruttschnitt, C., Hussemann, J. (2008). Micropolitics of race and ethnicity in women’s prisons in two political contexts. *British Journal of Sociology*, 59, 709-728.

**Learning Objectives:**

After completing this course, students should be able to:

1. Identify the major issues related to re-entry and reintegration of offenders.
2. Critically analyze research articles related to correctional psychology.
3. Describe biopsychosocial, gender, cultural and ethnicity factors that may influence re-entry and reintegration.
4. Describe the functions of and ethical issues facing correctional psychologists.
5. Describe current trends and issues in re-entry and reintegration.
6. Show improved written communication by use of instructor and peer feedback.

Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
2/1 & 2/3	Introduction/Offender Characteristics and Classification	Chapters 1 & 2 in <i>Correctional mental health handbook</i> . (Fagan & Ax, Eds.).  Chapters 1 & 2 in <i>A handbook for correctional psychologists (Correia)</i> .
2/8 & 2/10	Introduction/Offender Characteristics and Classification	Chapters 1 & 2 in <i>Correctional mental health handbook</i> . (Fagan & Ax, Eds.).  *AR1
	Mental Health Professionals	Chapter 1 & 2 in <i>A handbook for correctional psychologists (Correia)</i> .
2/15 & 2/17	Correctional Psychologists: Inmate Services and Programs	Chapter 4 in <i>Correctional mental health handbook</i> (Fagan & Ax, Eds.).  Chapter 3 in <i>A handbook for correctional psychologists (Correia)</i> .
2/22 & 2/24	Correctional Psychologists: Inmate Services and Programs	Chapter 4 in <i>Correctional mental health handbook</i> (Fagan & Ax, Eds.).  *AR2
		Chapter 3 in <i>A handbook for correctional psychologists (Correia)</i> .
3/1 & 3/3	Substance Abuse Treatment Programs	Chapter 5 in <i>Correctional mental health handbook</i> (Fagan & Ax, Eds.).
3/8 & 3/10	Mentally Ill Offenders/Suicide Prevention	Chapter 6 in <i>Correctional mental health handbook</i> (Fagan and Ax, Eds.).
3/15	Mentally Ill Offenders/Suicide Prevention	Chapter 6 in <i>Correctional mental health handbook</i> (Fagan & Ax, Eds.).
3/17	Mentally Ill Offenders/Suicide Prevention REVIEW FOR MID-TERM EXAM	Chapter 6 in <i>Correctional mental health handbook</i> (Fagan & Ax, Eds.). <b>TERM PAPER TOPIC DUE</b>
3/22/11	<b>MID-TERM EXAM</b>	
3/24	Female Offenders	Chapter 7 in <i>Correctional mental health handbook</i> (Fagan and Ax, Eds.).  AR3



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3/29 & 3/31	Sex Offenders Sexual Abuse Prevention and Intervention	Chapter 8 in <i>Correctional mental health handbook</i> (Fagan and Ax, Eds.).
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Chapter 3 (pgs. 52-57) *A handbook for correctional psychologists* (Correia)

**3/31/11- BOOK CRITIQUE DUE**

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4/5 & 4/7	Juvenile Offenders and Other Special Offender Populations	Chapters 9 & 10 in <i>Correctional mental health handbook</i> (Fagan & Ax, Eds.).
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**4/7/11 - LAST SESSION TO SUBMIT DRAFT OF TERM PAPER**

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4/12 & 4/14	Correctional Psychologists: Staff Services and Programs	Chapter 11 in <i>Correctional mental health handbook</i> (Fagan & Ax, Eds.).
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Chapter 7 in *A handbook for correctional psychologists* (Correia).

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4/19 -4/26      No Class – Spring Break

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4/28	Correctional Psychologists: Staff Training and Management Consultants	Chapters 12 & 13 in <i>Correctional mental health handbook</i> (Fagan & Ax, Eds.).
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Chapter 7 in *A handbook for correctional psychologists* (Correia).

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5/3 & 5/11	Ethics & Roles of Correctional Psychologists	Chapters 3 in <i>Correctional mental health handbook</i> (Fagan & Ax, Eds.)
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Ward, T., & Salmon, K. (2009). The ethics of punishment: Correctional practice and implications. *Aggression and Violent Behavior, 14*(4), 239-247.

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5/10 & 5/12	Community-based Corrections Re-entry, Reintegration and Continuity of Care Issues	Assigned Articles
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**5/12/11 - TERM PAPERS DUE**

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5/17 – 5/17	Research and the Future of Correctional Psychology (REVIEW FOR FINAL EXAM)	Chapters 14 & 15 in <i>Correctional mental health handbook</i> (Fagan & Ax, Eds.)
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Chapter 8 in *A handbook for correctional psychologists* (Correia).

Ward, T., & Willis, G. (2010). Ethical issues in forensic and correctional research. *Aggression and Violent Behavior, 15*(6), 399-409.

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5/24/11      **FINAL EXAM**

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*Note: All in class lesson plans, i.e., PowerPoint Presentations will be available on Blackboard prior to each class session. In the interest of “going green” it is each student’s responsibility to bring a copy of the lesson plan to class on the specified date.*

**Course Requirements:**

Your final grade in this class will be determined by your performance in four areas: 1) two exams: a mid-term and final; 2) a term paper and other written assignments; 3) a book critique; and 4) class attendance, preparation, and participation. Expectations and guidelines for each are described in detail below.

1) Mid-Term and Final Exams

There will be two examinations during the semester that will each consist of 50 multiple choice questions, each worth two points, for a possible total of 200 points (i.e., each exam is worth 100 points). Students are responsible for taking the exams on the scheduled date. *Make-up exams will not be scheduled.* It is important to be on time for these exams. Persons arriving more than 20 minutes after the starting time will not be allowed to take the exam. Each exam consists of 25% of your final grade for a combined total of 50% of your final grade.

2) Term Paper and Other Writing Assignments

Term papers are due on **May 12, 2011**. Students are free to select their topic in any area of Correctional Psychology, however, the topic must be approved by the instructor no later than **March 17, 2011** (a sample list of topics will be provided by the professor prior to the due date). If desired, students may submit a draft of the term paper for review, without penalty, on or before **April 7, 2011**. Students who find writing assignments to be a challenge are especially encouraged to take advantage of this opportunity.

The term paper should be 10 typed pages in length (not including cover and reference page) and double-spaced. The paper should include the following:

- A) A topic which highlights an area of interest, controversy or debate in correctional psychology, policy, or practice;
- B) Identification and explication areas of psychological research or theory which relate to the area of interest, controversy or debate;
- C) Recommendations for implementation of the proposal/solution, if applicable; and
- D) Discussion of limitations and areas for further investigation.

*Handwritten papers will be returned without a grade. At a minimum, a full letter grade will be deducted off of any late term paper.* Proofread your term paper as grammatical errors will result in a lower grade. All references should be in American Psychological Association (APA) format. Do not plagiarize, i.e., be sure to appropriately cite all work that is not your own (see attached).

During the course of the semester students may also be required to complete summaries and critiques of class and text material; summaries of lectures, reading assignments, films, field trips, etc.; descriptions of personal experiences relevant to the course and traditional essay assignments. Proofread all writing assignments as grammatical errors will result in a lower grade. *Completed papers will receive a √ as a grade, a √+ if the assignment is completed in a highly satisfactory manner and a √- if the assignment is completed in a less than satisfactory manner. Late papers will automatically receive a √-.*

This entire area counts for 25% of your final grade.

3) Book Critique - Paper Due March 31, 2011

Write a critique of the book titled "Games Criminals Play" by Allen and Bosta and provide suggestions on how mental health providers should deal with manipulation and deception by inmates in a correctional environment. The entire response for this written assignment is a minimum of 3 double-spaced, typed pages.

*Handwritten papers will be returned without a grade. At a minimum, a full letter grade will be deducted off of any late paper.* Proofread your paper as grammatical errors will result in a lower grade. This area counts for 15% of your final grade.

4) Attendance, Preparation, and Participation

This course is constructed to encourage active rather than passive learning. It is expected that each student attend class, arrive on time, participate in class discussions, and complete assignments/readings. Each student is individually held accountable for keeping up-to-date with any changes in class/exam schedules and reading assignments. This area counts for 10% of your final grade.

Computing your Final Grade:

Mid-Term Exam	= 25%
Final Exam	= 25%
Term Paper and Writing Assignments	= 25%
Book Critique Paper	= 15%
<u>Attendance, Participation and Preparation</u>	= 10%
Total	= 100%*

\*Note: There will be an opportunity to complete extra credit assignments during the Semester.

**\*\*ALL ASSIGNMENTS AND EXAMS ARE MANDATORY, NOT OPTIONAL**

***Grading***

Grades will be assigned as follows

93-100%	A	70-72%	C-
90-92%	A-	67-69%	D+
87-89%	B+	60-66%	D
83-86%	B	Below 60%	F
80-82%	B-		
77-79%	C+		
73-76%	C		

***Please Note!***

***Policy on Excessive Absences:*** John Jay College's policy dictates that students are expected to attend all class meetings as scheduled. Excessive absence from class will result in a failing grade for the course (WU) and may also result in loss of financial aid (see College Bulletin). As such, any student who is excessively absent (a total of 3 unexcused absences) will be given a failing grade regardless of how well they are doing in the class. (No exceptions to this policy!)

***Classroom Etiquette:*** Please respect your classmates desire to learn in an environment free from unnecessary distractions. NO Phones, Text Messaging, Radios, Eating, Sleeping, Talking/Side Discussions, Leaving Class Early and Distractions!

**All written assignments** must be submitted in a hard copy form. If you e-mail an assignment to me you must submit the paper at the following class session or place a copy in my mailbox in Room 2100A.

Please make child care arrangements, if necessary, as children are not permitted to attend this class.

***Statement of College Policy on Plagiarism***

Plagiarism is the presentation of someone else's ideas, word 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 intention 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)*

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

## Course Revision Form

**This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.** (Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

**Please complete every item and submit this form to the Office of Undergraduate Studies via email to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).**

Date Submitted: **September 1, 2011 (resubmitted with revision from March 2011)**

1. Name of Department or Program: **Anthropology**

2. Contact information of proposer(s):

Name(s): **Ed Snajdr**  
Email(s): **esnajdr@jjay.cuny.edu**  
Phone number(s): **(212)237-8262**

3. Current number, title, and abbreviated title of course: **ANT 208 Cities and Culture**  
(Abbreviated title can be found on SIMS)

4. Current course description:

**The basic concepts and perspectives of anthropology are used to examine the many different subcultures and groups which make up the urban environment, both in the United States and in other complex societies. It examines how these groups both conflict with and cooperate with each other, as they compete for urban space and urban resources. The course includes examination of deviant behavior as it exists within the context of the urban environment, and the ways in which the special characteristics of cities relate to the emergence and maintenance of a great diversity of lifestyles and subcultures.**

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

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

c. Current prerequisites: **ENG 101 and sophomore standing or above**

**B4**

5. Describe the nature of the revision: **Change the title of this course and update the course description to reflect the current content and approach of this 200-level course in the subfield of urban anthropology.**

6. Rationale for the proposed change(s): **These changes reflect the current content and approach of this 200-level course in the subfield of urban anthropology.**

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

a. Revised course description:

**Current topics and problems in urban studies will be addressed from an anthropological perspective. The course examines cities as places where members of different groups come together in both cooperation and conflict. Students will examine the way global processes and local politics and culture have shaped and continue to transform the modern city. Students will engage with case studies from a variety of urban environments, including some in the United States, and will focus on various topics such as class, power, ritual, migration, lifestyle, ethnic tensions and alliances, social movements, and the meanings of space and place.**

b. Revised course title:

**ANT 208 Urban Anthropology**

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

d. Revised number of hours: **N/A**

e. Revised prerequisites: **N/A**

8. Enrollment in past semesters: **80**

9. Does this change affect any other departments?

**X** No

Yes

What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: **May 31, 2010**

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

Ed Snajdr (Departmental Curriculum Committee) \_\_\_\_\_ hardcopy signed \_\_\_\_\_

Ric Curtis (Department Chair) \_\_\_\_\_ hard copy signed \_\_\_\_\_

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

September 2011

**Model Syllabus Revision**

This document contains a list of required elements for syllabi for John Jay College of Criminal Justice. This list adheres to best practices in higher education. Your syllabus represents a contract between you and your students and reflects the care and time you expect them to take with their assignments.

**Syllabus Content:**

**College name and address**

**Course title and section** (i.e. Syllabus for English 101-01)

**Professor's name**

**Office location**

**Office hours:** (Specify appointment or walk-in)

**Phone**

**E-mail address**

**Course description**

**Learning outcomes**

- What will the student know or be able to do by the end of the course? List three to five course outcomes that map to the program's outcomes. (All Writing Intensive courses need to include a writing intensive outcome that maps to the program's outcomes).

**Course pre-requisites or co-requisites**

**Requirements / Your course policies**

- Specify your policies on acceptable methods of citation/documentation and formatting
- Policies on lateness, absence, classroom behavior, etc.

**Required Texts**

- List all texts with full citation including ISBN numbers. Indicate if ordered and available in the bookstore, on the web with URL, on course Blackboard site, on e-reserve etc. Specify if the library owns the book and the call number.

**Grading**

- How will you determine the final grade? List assessments. Include, for instance, participation, assignments, exams and quizzes and provide percentage of the

final grade for each. Syllabi for Writing Intensive courses should include both the number and type of assignments required by the program.

### **Course calendar**

- List theme and key topics for each week. Include reading and other assignments due.

### **College wide policies for undergraduate courses** (see the *Undergraduate Bulletin*, Chapter IV Academic Standards)

- Incomplete Grade Policy**
- Extra Work During the Semester**
- Americans with Disabilities Act (ADA) Policies**

Sample syllabus statement: “Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 1233N (212-237-8144). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

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

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

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

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

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

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

**For a syllabus template**, see the **Faculty eHandbook** on the Center for Teaching website at: [http://resources.jjay.cuny.edu/ehandbook/planning\\_syllabus.php#syllabus](http://resources.jjay.cuny.edu/ehandbook/planning_syllabus.php#syllabus)



John Jay College. Form GS. 001.9  
 Office: Academic Affairs  
 Department: Graduate &  
 Professional Studies  
 Contact:  
 Last Modified:

## NEW GRADUATE COURSE PROPOSAL FORM

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

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1. a. **PROGRAM** proposing this course: **CRIMINAL JUSTICE**
  - b. **Date** submitted to the Office of Graduate & Professional Studies: February 7, 2011
  - c. **Name** and contact information of the proposer(s): Joseph Pollini – [jpollini@jjay.cuny.edu](mailto:jpollini@jjay.cuny.edu)
2. a. **TITLE OF THE COURSE: CRJ 7XX Investigation of Violent Crime**
  - b. **Abbreviated title** (not more than 20 characters including spaces, to appear on students transcripts and in SIMS):  
**Invest of Viol Crime**
3. a. **COURSE DESCRIPTION as it is to appear in the bulletin:** (This should be clear and informative; no more than 75 words).  
 This course considers theoretical and practical issues related to violent crime investigation. As a theoretical matter, it examines the special issues associated with the investigation of violent crime, in particular the problems that arise in addressing public concern when violent crimes are unsolved and the particular kinds of investigative strategies appropriate for various types of violent crimes. Court materials are employed to introduce students to legal issues associated with search and seizure, interrogation of suspects, and production of bodily fluids. Students are introduced to investigative techniques associated with rape, homicides, serial murders, kidnapping, and activities by gangs.
  - b. **Course Prerequisites:**  
**None**
  - c. Number of:
    - I. Class hours 3
    - II. Lab hours 0
    - III. Credits 3
4. Has this course been taught on an experimental basis?

Yes \_\_\_X\_\_\_ No \_\_\_\_\_

If yes, please provide the following:

- I. Semester(s) and Year(s): 2005-present
- II. Teacher(s): Joseph Pollini
- III. Enrollment(s): 27
- IV. Prerequisite(s): none

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

Policing is centrally concerned with the detection and prevention of violent crime. No single issue causes greater public fear than the threat of random acts of violence. Even when crime occurs among intimates (and so is not an immediate threat to the public's sense of security), there is a general sense that the public peace has been breached. This course offers a way to think about violent crime in a society committed to the preservation of individual freedom. It thus mediates between crime control policies that aim simply at the suppression of violent crime and permissive policies that offer little hope of detecting it or preventing its occurrence.

6. **COURSE LEARNING OBJECTIVES:**

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

**1-**Understand how investigators develop cases and information leading to the identity and prosecution of violent offenders. They will also learn the sources of crucial information that will aid in the solution of these cases.

**2-**They will have a comprehensive knowledge of homicide crime scenes and how an investigation progresses from the initial police notification, the correct police response that follows, and the subsequent steps necessary to conduct an intelligent investigation.

**3-**Know the underlying causes of serial murders, which include biological, psychological and sociological factors. There will be an analysis of cultural, historical and religious factors that influence myths and stereotypes of serial killers and what role they play in serial murder investigation.

**4-**They will have a working knowledge of current violent gangs and how they adversely impact society. They will know how to develop long and short term investigations against violent gangs. This will include identifying and gathering active and passive types of intelligence, developing an investigative plan, utilizing city, state and federal resources and measuring operational effectiveness.

**5-**They will have a working knowledge of how to conduct a kidnapping investigation, from the initial 911 call to the final ransom payment and recovery of the victim. Students will know how to set up a command post, conduct operations in a residence where ransom calls are received, surveillance operations, ransom payments and selection of a courier.

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

**1-**Students should have the ability to properly document the steps of an investigation and have good investigative habits.

**2-**They will know how to conduct an investigative interview and be able to identify discrepancies in a suspects accounting of events.

- 3-They will know how to preserve evidence and process a crime scene.
- 4-They will be able to categorize a serial killer as either an organized or disorganized offender and know how to develop an offender profile, crime scene profile and victim profile.
- 5-They will be able to identify evidentiary issues that could affect outcome of a case.
- 6-They will know how to work within the confines of the law to build solid criminal cases.

c. **Assessment:**

- How will students demonstrate that they have achieved the objectives of the course?
- 1-Through the use of examinations, papers and presentations.

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

**Text:**

Geberth, V. (2006). *Practical Homicide Investigation*. Florida: CRC Press/Taylor & Francis Group.  
SBN: 0-8493-3303-2.

Hickey, E.W. (2010). *Serial Murderers and Their Victims*. California: Wadsworth Publishing.  
ISBN: 13:978-0-495-60081-7.

**Supplementary readings:**

Sandoval, V. (2008). Interview Clues Words That Leave an Investigative Trail. *FBI Law Enforcement Bulletin*, 77 no1 1-9 Ja 2008.

Bond, C.F., Jr., & DePaulo, B.M. (2006). Accuracy of deception judgements. *Personality and Social Psychology Review*, 10, 214-234.

Bond, C.F., Jr., & DePaulo, B.M. (2008). Individual differences in judging deception: Accuracy and Bias. *Psychological Bulletin*, 134, 477-492. Doi:10.1037/003-2909.134.4.477

DePaulo, B.M., Lindsay, J.J., Malone, B.E., Muhlenbruck, L., Charlton, K., & Copper, H. (2003). Cues to deception. *Psychological Bulletin*, 129, 74-118.

DePaulo, B.M., Charlton, K., Cooper, H., Lindsay, J.J., & Muhlenbruck, L. (1997). The accuracy-confidence correlation in the detection of deception. *Personality and Social Psychology Review*, 1, 346-357.

Hartwig, M., & Bond, C.F., Jr. (2011). Why do lie-catchers fail? A lens model meta-analysis of human lie judgments. *Psychological Bulletin*, 137, 643-659.

Wilson, H. (2003). A Four-Domain Model for Detecting Deception: An Alternative Paradigm for Interviewing, *FBI Law Enforcement Bulletin* 72 no6 19-24 Je 2003.

Volumes:

- Granhag, P.A., & Stromwall, L.A. (Eds.). (2004). *The detection of deception in forensic contexts*. New York, NY: Cambridge University Press.
- Vrij, A. (2008). *Detecting lies and deceit: Pitfalls and opportunities* (2<sup>nd</sup> ed.). New York, NY: Wiley.
- Hoover, L. (2006). Law Enforcement Response at a Crime Scene: Protecting Lives and Preserving the Admissibility of Evidence. *FBI Law Enforcement Bulletin*, 75, no.4 25-32 Ap.
- Ford, C. (1996). Lies! Lies! Lies!: The Psychology of Deceit. *American Psychiatric Press*, (n2) 200.
- Wilson, H (2003). A Four-Domanin Model for Detecting Deception: An Alternative Paradigm for Interviewing, *FBI Law Enforcement Bulletin* 72, no.6 19-24 Je.
- Sandoval, V. (2008). Interview Clues Words that Leave an Investigative Trail. *FBI Law Enforcement Bulletin*.
- Dazzi, C. (2009). Graphology and Personality: An Empirical Study of Validity of Handwriting Analysis. *Psychology Reports*, 105, 3, 1255-1268.
- Akin, L. (2005). Blood Spatter Interpretation at Crime and Accident Scenes: A Basic Approach. *FBI Law Enforcement Bulletin*, 74, no.2 21-4.
- Wagstaff, G. (2008). Hypnosis and the Law: Examining the Stereotypes. *Criminal Justice and Behavior*, 35: 1277-1294.

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

**Kathleen Collins-re:ereserve**

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

- a. **Databases**
- b. **Books, Journals and e Journals**
- c. **All of the above supplementary readings are available in the Criminal Justice Journal Article Data Bases**

10. **Identify recommended additional library resources**

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

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

No \_\_\_\_\_ Yes  \_\_\_\_\_. If yes, please include the names.

EJournals

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

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

14. **Proposed instructors: Joseph Pollini**

15. **Other resources needed to offer this course: None**

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

N/A

17. **Syllabus:** Syllabus is attached.

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

<http://www.jjay.cuny.edu/ModelSyllabus.pdf>.

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included.

[If this course has been taught on an experimental basis, an actual syllabus may be attached.]

18. **Date of Approval by the Program:** February 7, 2011

19. **Date of Approval by the Committee on Graduate Studies:** September 8, 2011

JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
THE CITY UNIVERSITY OF NEW YORK  
CRJ 7XX-INVESTIGATION OF VIOLENT CRIME  
FALL 2011

Professor Joseph A. Pollini  
Law Police Science Department-T422-38  
Office phone-212-237-8409  
Cell phone-917-969-1711  
Office Hours-Monday/Wed. 9-1 and 2-4 or by appointment

**Assigned Text Books:**

Geberth, V. (2006). Practical Homicide Investigation. Florida: CRC Press/Taylor & Francis Group. ISBN: 0-8493-3303-2.

Hickey, E.W. (2010). Serial Murderers and Their Victims. California: Wadsworth Publishing. ISBN: 13:978-0-495-60081-7.

Additional materials posted on John Jay College Library, Electronic Reserve site.

**Course Description:**

This course considers theoretical and practical issues related to violent crime investigation. As a theoretical matter, it examines the special issues associated with the investigation of violent crime, in particular the problems that arise in addressing public concern when violent crimes are unsolved and the particular kinds of investigative strategies appropriate for various types of violent crimes. Court materials are employed to introduce students to legal issues associated with search and seizure, interrogation of suspects, and production of bodily fluids. Students are introduced to investigative techniques associated with rape, homicides, serial murders, kidnapping, and activities by gangs.

**Course Objectives:**

At the conclusion of the course, students will be able to:

1. Understand how investigators develop cases and information leading to the identity and prosecution of violent offenders. They will also learn the sources of crucial information that will aid in the solution of these cases.
2. They will have a comprehensive knowledge of homicide crime scenes and how an investigation progress from the initial police notification, the correct police response that follows, and the subsequent steps necessary to conduct an intelligent investigation.
3. Know the underlying causes of serial murders, which include biological, psychological and sociological factors. There will be an analysis of cultural, historical and religious factors that influence myths and stereotypes of serial killers and what role they play in serial murder investigation.

4. They will have a working knowledge of current violent gangs and how they adversely impact society. They will also know how to develop long and short term investigations against violent gangs. This will include identifying and gathering active and passive types of intelligence, developing an investigative plan, utilizing city, state and federal resources, and measuring operational effectiveness.
5. They will have a working knowledge of how to conduct a kidnapping investigation, from the initial 911 call to the final ransom payment and recovery of the victim. Students will know how to set up a command post, conduct operations in a residence where ransom calls are received, surveillance operations, ransom payments and selection of a courier.

Apart from the above, this course will prepare students to:

1. Learn good investigative habits
2. Identify problems before they adversely affect the outcome of a case
3. Knowing how to work within the confines of the law to build solid criminal cases

### **Course requirements**

1. In-class examinations-there will be two in-class examinations. The first examination will be given roughly halfway through the course (Midterm Examination) and will consist of all material covered in class up until this point. There will be a second examination given on our assigned Final date, which will be one week after our final regular class. It will be given in the same classroom and held from 4:15-6:15 PM. The Final examination will consist of all material covered in class starting from the first lecture after the Midterm exam to the last lecture of the semester.
2. Papers and oral presentation-You will complete an 8-10 page final research paper on an assigned topic from the areas of violent gangs, kidnapping and serial murderers. You should consult at least 10 sources other than classroom readings. More information on this paper, the assignment of topics to students and the oral presentation, will be revealed in class.
3. Classroom participation-Students may be called upon throughout the semester to share the details of what they have discovered through working on their final papers as well as the content of the assigned readings. Students should display respect for other students' opinions and refrain from any personal attack during discussions. In addition, cell phones should be turned off before class begins. Also, please try and be punctual for class. You are ultimately responsible for all material that is either assigned or presented in class.

### **Examinations**

Students will be given 2 written examinations during the course of the semester. The first examination will be given at the halfway point of the semester and the second examination will be given on the classes scheduled final examination date. Excusals are only granted for a serious medical condition. The student must supply a medical note from a licensed medical doctor explaining why the student could not be present on the day of the exam. All excusals are at the discretion of the instructor.

On the date of your examination, you will have the entire period to complete the test. Once the examination starts, no one is permitted to leave the examination room until you finish your exam and turn it into the instructor.

### Calculation of the final grade

Assignment	Percent of Final grade
Midterm examination	35%
Final examination	35%
Papers/presentations	20%
Classroom participation	10%

There will be no extra credit assignments given to students to improve their grades. All assignments are due on the scheduled submission date and will not be accepted after the designated submission date.

### Policy on plagiarism

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

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

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

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

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



## Tentative Course Schedule

Lesson	Topic/Assignment
<b>#1</b>	<p data-bbox="391 401 1398 510"><b>Introduction to the investigation of violent crime. An overview of the investigation of homicide, serial crime, kidnapping, and violent gangs. The duties of the first officer responding to a crime scene will be discussed.</b></p> <p data-bbox="391 520 699 552">Geberth: Chapters 1, 2, 3</p> <p data-bbox="391 604 704 636"><b>Supplementary Readings:</b></p>
	<p data-bbox="391 688 1398 798">Hoover, L. (2006). Law Enforcement Response at a Crisis Scene: Protecting Lives and Preserving the Admissibility of Evidence. <i>FBI Law Enforcement Bulletin</i>, 75 no4 25-32 Ap 2006.</p>
<b>#2</b>	<p data-bbox="391 894 1414 961"><b>Preliminary and specific duties of the investigator at the scene of the crime. How to Conduct an interview v. interrogation.</b></p> <p data-bbox="391 972 1341 1039">Geberth: Chapters 4, 5. Video of simulated interrogations. Truthful v. Untruth Suspects.</p> <p data-bbox="391 1092 691 1123"><b>Supplementary Readings:</b></p>
	<p data-bbox="391 1176 1390 1243">Sandoval, V. (2008). Interview Clues Words That Leave an Investigative Trail. <i>FBI Law Enforcement Bulletin</i>, 77 no1 1-9 Ja 2008.</p>
	<p data-bbox="391 1295 1422 1365">Bond, C.F., Jr., &amp; DePaulo, B.M. (2006). Accuracy of deception judgements. <i>Personality and Social Psychology Review</i>, 10, 214-234.</p>
	<p data-bbox="391 1417 1357 1526">Bond, C.F., Jr., &amp; DePaulo, B.M. (2008). Individual differences in judging deception: Accuracy and Bias. <i>Psychological Bulletin</i>, 134, 477-492. Doi:10.1037/003-2909.134.4.477</p>
	<p data-bbox="391 1579 1390 1646">DePaulo, B.M., Lindsay, J.J., Malone, B.E., Muhlenbruck, L., Charlton, K., &amp; Copper, H. (2003). Cues to deception. <i>Psychological Bulletin</i>, 129, 74-118.</p>
	<p data-bbox="391 1701 1390 1810">DePaulo, B.M., Charlton, K., Cooper, H., Lindsay, J.J., &amp; Muhlenbruck, L. (1997). The accuracy-confidence correlation in the detection of deception. <i>Personality and Social Psychology Review</i>, 1, 346-357.</p>

Hartwig, M., & Bond, C.F., Jr. (2011). Why do lie-catchers fail? A lens model meta-analysis of human lie judgments. *Psychological Bulletin*, 137, 643-659.

Wilson, H. (2003). A Four-Domain Model for Detecting Deception: An Alternative Paradigm for Interviewing, *FBI Law Enforcement Bulletin* 72 no6 19-24 Je 2003.

Volumes:

Granhag, P.A., & Stromwall, L.A. (Eds.). (2004). The detection of deception in forensic contexts. New York, NY: Cambridge University Press.

Vrij, A. (2008). Detecting lies and deceit: Pitfalls and opportunities (2<sup>nd</sup> ed.). New York, NY: Wiley.

**#3** **Laws that effect how investigators perform their jobs. Lineups, search warrants, exceptions to the search warrant rule, Miranda, automobile searches, plain view doctrine, consent, etc.**

**Crime scene photos and crime scene sketches-their importance and purpose.**

Electronic Reserve: Legal Bulletins

Geberth: Chapters 6, 7.

**#4** **The Homicide Crime Scene Search, Estimating the Time of Death, Blood Spatter Interpretation , Handwriting Interpretation –Document Examination**

Geberth: chapters 8, 9. Handouts-Blood Spatter, Handwriting

**Supplementary Readings:**

Dazzi, C. (2009). Graphology and Personality: An Empirical Study of Validity of Handwriting Analysis. *Psychology Reports*, 105, 3, 1255-1268 2009.

Akin, L. (2005). Blood Spatter Interpretation at Crime and Accident Scenes: A Basic Approach. *FBI Law Enforcement Bulletin*, 74 no2 21-4 F 2005.

**#5** **The Identity of the deceased (hypnosis, polygraph, dental), death notification, modes of death-weapons (ballistics, other weapons used for violence).**

Geberth: chapters 10, 11, 12, 20.

**Supplementary Readings:**

Wagstaff, G. (2008). Hypnosis and the Law: Examining the Stereotypes. *Criminal Justice and Behavior*, 35: 1277-1294 2008.

- #6 Suicide Investigation(distinguishing between homicide and suicide), the investigation of Sex-related Homicides**  
Geberth: chapters 13, 14.
- #7 Midterm examination**
- #8 Homosexual Homicides, Narcotics-related Homicides, Serial Murders I**  
Geberth: chapters 15, 23.  
Hickey: chapters 1, 2, 3.
- #9 Serial Murder II-Social Construction of Serial Murder, Sexual Predators, Healthcare Killers.**  
Hickey: chapters 4,5,6
- #10 Serial Murder III-Male Serial Killers, Team Killers, Female Killers**  
**Class paper/presentation due-Serial Killers-Organized v. Disorganized Killers**  
Hickey: chapters 7,8,9
- #11 Victims of Serial Killers, Interviewing Serial Murderers, Profiling, Apprehension and Disposition**  
**Class paper/presentation continued**  
Hickey: chapters 10, 12, 13. Handout-Profiling
- #12 Profiling continued, FBI Behavior Science Unit**
- #13 Violent Gang Investigations-Gathering Active/Passive Intelligence, Top Down/Bottom Up Investigations, Long/Short Term Investigations, Operation Effectiveness.**  
**Class paper/presentations due-Gangs**
- #14 Kidnapping Investigations-Initial Notification to PD/FBI, Preliminary Investigation, Setting up a Command Post, Duties of the Residence Team, Surveillance, Ransom Payment.**
- #15 Final Examination**

