I. Adoption of the Agenda

II. Minutes of the March 11, 2015 College Council (attachment A), Pg. 3

III. Proposals from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B27) – Associate Provost and Dean of Undergraduate Studies, Scott Stoddart

New Courses

B1. ACC 2XX (260)  Accounting Information Systems, Pg. 5
B2. ACC 2XX (270)  Intermediate Accounting I, Pg. 20
B3. ACC 2YY (271)  Intermediate Accounting II, Pg. 32
B4. BIO 2XX(212)  Microbiology Lab, Pg. 46
B5. CSCI 4XX (401)  Capstone Experience in Digital Forensics/Cybersecurity II, Pg. 55
B6. PSC 2XX  Evidence-based and Problem-oriented Policing, Pg. 64
B7. PSC 3XX  Police Use of Force, Pg.76
B8. SCI 2XX (222)  Ecology of the Five Boroughs (SciWld), Pg. 90
B9. SPA 3XX  Text Analysis and Editing for Translators, Pg. 106
B10. SPA 3XX  Translating III: Specialized Translation, Pg. 119
B11. SPA 4XX  Internship in Spanish Interpretation and Translation, Pg. 134

Course Revisions

B12. BIO 101  Modern Biology I-A, Pg. 148
B13. BIO 103  Modern Biology I, Pg. 150
B14. CHE 100  Preparation for General Chemistry, Pg. 152
B15. CHE 101  General Chemistry I-A, Pg. 154
B16. CHE 103  General Chemistry I, Pg. 157
B17. COM 250  Persuasion (Com), Pg. 160
B18. CSCI 400  Quantitative Problems in Criminal Justice, Pg. 179
B19. PSC 202  Police and Community Relations, Pg. 187

New Program

B20. Proposal for a New BS with a Major in Toxicology, Pg. 196

Program Revisions

B21. Proposal to Revise the BS in Police Studies, Pg. 257
B22. Proposal to Revise the BA in Culture & Deviance Studies, Pg. 276
B23. Proposal to Revise the BS in Criminal Justice Management, Pg. 282
B24. Proposal to Revise the BS in Public Administration, Pg. 287
B25. Proposal to Revise the BA in International Criminal Justice, Pg. 293
B26. Proposal to Revise the History Minor, Pg. 297

General Education Program
B27. Proposal to Add a 200-level Overlay Requirement to New Gen Ed, Pg. 304

IV. Proposal from the Committee on Graduate Studies (attachments C1- C6) – Associate Provost and Dean of Graduate Studies, Anne Lopes

Course Revisions
C1. CRJ 717 Readings in Research, Pg. 308
C2. CRJ 791 Criminal Justice Thesis Prospectus, Pg. 310
C3. CRJ 793 Comprehensive Review, Pg. 312
C4. FOS 795 Thesis Prospectus 1, FOS 796 Thesis Prospectus 2, FOS 797 Thesis Prospectus 3, Pg. 314

Academic Standard
C5. Proposed changed to admission requirements for the Master of Science in Forensic Science, Pg. 320

Program Revision
C6. MS in Digital Forensics and Cybersecurity (addition of course to electives list), Pg. 321

V. Proposal from the Committee of Honors, Prizes and Awards (attachment D) – Vice President of Student Affairs Lynette Cook-Francis

D. Policy for Honors, Prizes, and Awards Committee, Pg. 324

VI. Proposal from the Ad Hoc Committee for Strategic Plan (attachment E) – Associate Provost for Institutional Effectiveness James Llana

E. Approval of Strategic Planning Goals, Pg. 326

VII. New Business

F. Proposal from the Interdisciplinary Studies Program (attachment F) – Professor Richard Haw, Pg. 338

VIII. Administrative Announcements – President Jeremy Travis

IX. Announcements from the Faculty Senate – President Karen Kaplowitz

X. Announcements from the Student Council – President Shereef Hassan
The College Council held its sixth meeting of the 2014-2015 academic year on Wednesday, March 11, 2015. The meeting was called to order at 1:50 p.m. and the following members were present: Grace Theresa Agalo-os, Schevaletta Alford, Warren Benton, Adam Berlin, Jane P. Bowers, Katarzyna Celinska, Marsha Clowers, Lynette Cook-Francis, Angelique Corthals, Sandrine Dikambi, Artem Domashevskiy, Robert Furst, Katie Gentile, John Gutierrez, Maki Haberfeld, Shereef Hassan, Alma Huskic, Hunter Johnson, Faika Kabir, Karen Kaplowitz, Maria Kiriakova, Louis Kontos, Carmen Kynard, Taisha Lazare, Kyoo Lee, Anne Lopes, Vincent Maiorino, Xerxes Malki, Tiffany Onorato, Jay Pastrana, Giovanni Perna, Kyle Roberts, Raul Romero, Raul Rubio, Rosann Santos-Elliott, Michael Scaduto, Francis Sheehan, Scott Stoddart, Staci Strobl, Robert Till, Jeremy Travis, Robert Troy, Arturo Urena, Kristal Wilkins, Janet Winter and Daniel Yaverbaum.

Absent were: Claudia Calirman, Anthony Carpi, James Cauthen, Sylvia Dapia, Janice Dunham, Jennifer Dysart, Margaret Escher, Diana Falkenbach, Kaniz Fatima, Norris James, Tiffani Kennedy, Tom Kucharski, Edward Paulino, Frank Pezzella, Robert Pignatello, Nicole Ponzo, Muhammad Rehman, Dainius Remeza, Ian Seda, Jon Shane, David Shapiro, Dennis Sherman and Charles Stone.

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

- Provost Bowers moved to have item IV “Proposal from the Interdisciplinary Studies Program” withdrawn on behalf of Professor Richard Haw for procedural reasons.

The motion was seconded and approved unanimously.

II. Minutes of the February 11, 2014 College Council
A motion was made to adopt the minutes as presented. The motion was seconded and approved unanimously.

III. Proposals from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B2)
A motion was made to adopt the new course marked “B1. AFR 2XX (204) Religion, Terrorism and Violence in the Africana World (LP).” The motion was seconded and approved unanimously.

A motion was made to adopt the new course marked “B2. SOC 2XX (243) Sociology of Sexualities.” The motion was seconded and approved unanimously.
IV. New Business
Student Council President, Shereef Hassan, mentioned changing the grading policies to include A+ and extending the opting in/out time frame for pass/fail grading. President Jeremy Travis informed Shereef that this matter should be submitted and discussed with UCASC, and then sent to the College Council.

The meeting was adjourned at 2:25 p.m.
New Course Proposal Form

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

1. a. **Department(s) or program(s)** proposing this course: Department of Public Management, Fraud Examination & Financial Forensics Major.

   b. **Name** and contact information of proposer(s): Jonathan Childerley

      Email address: jchilderley@jjay.cuny.edu
      Phone number: 914-512-1378

2. a. **Title of the course:** ACC 2XX (265) Accounting Information Systems

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

   c. **Level** of this course: 100 Level X 200 Level 300 Level 400 Level

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

   The course builds on accounting skills learned during the ACC 250 course, “Introduction to Accounting,” complementing these skills by developing a deeper understanding of accounting as a logical system for interpreting, recording, processing, and reporting financial transactions.

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

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

   The Accounting Information Systems course is one of five core accounting courses that are part of the new major in Fraud Examination and Financial Forensics. As explained in the proposal for the new major, the understanding of accounting that the students
developed from only one introductory accounting course was woefully inadequate for preparing them to understand how to identify fraud and prepare them for studying forensic accounting and auditing.

The accounting information systems course fills one of the important gaps in the students understanding. It explains how the major accounting cycles work and how these cycles contain checks and balances to prevent fraud and how these cycles can be assessed and analyzed for weaknesses. Equally modern accounting is now mostly performed through Information Technology systems, and this course will ensure a sound understanding of commercial packages and personal computing applications.

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

This course is an introduction to accounting information systems, including system design and effectiveness, instructing students how to identify and understand ethical issues regarding accounting systems and develop an understanding of the conceptual framework of accounting as a logical system for processing, controlling and interpreting financial transactions. It explains how the major accounting cycles work, including study of how these cycles contain checks to prevent fraud and how these cycles can be assessed for weaknesses.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): **ENG 101 and ACC 250**

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

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

   X No _____ Yes. If yes, then please provide:

   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):
8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

By the end of the course the student will be able to:

1. Explain and document accounting information systems (AIS), explain transaction processing, and how to incorporate proper internal controls;
2. Design, construct and implement accounting information systems using a manual process, spreadsheets, relational databases and commercial software packages; and
3. Describe and explain ethical issues relating to AIS.

In respect of the outcomes of the major in Fraud Examination and Financial Forensics, through developing a thorough understanding of AIS:

1. Students will be able to evaluate symptoms of fraud and risks evident in such systems and their internal controls; and
2. Develop a knowledge of ethical principles related to AIS.

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

   _____ No  X Yes

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

   The course would be required under the Fraud Examination & Financial Forensics major.

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

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

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

    There will be three projects, one of which will be administered in two parts, totaling 35 points; weekly homework assignments, 15 points; quizzes totaling 10 points; and three exams in multiple choice and short answer format, totaling 40 points.
12. Did you meet with a librarian to discuss library resources for the course?

Yes__X__ No

• If yes, please state the librarian’s name: Janice Dunham
• Are there adequate resources in the library to support students’ work in the course
  Yes __X__  No________

The primary required text will be ordered and available in the library. It is available in electronic version (viz., Accounting Information Systems: The Processes and Controls, 2E). The supplemental text (viz., Systems Understanding Aid, 8th ed.) comprises a consumable work product and must be ordered individually by each student.

• Will your students be expected to use any of the following library resources? Check all that apply. Not required for this course, though many of the databases below may be consulted to deepen knowledge and skill RE: accounting information systems.

➢ The library catalog, CUNY+ ____
➢ EBSCOhost Academic Search Complete _____
➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ____
➢ LexisNexis Universe ____
➢ Criminal Justice Abstracts ____
➢ PsycINFO _____
➢ Sociological Abstracts ____
➢ JSTOR _____
➢ SCOPUS ____
➢ Other (please name) ____________________________

13. Syllabus – see attached

14. Date of Department curriculum committee approval  c. May 6, 2014

15. Faculty - Who will be assigned to teach this course? Prof. Randall LaSalle

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

 X  No

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
   X Not applicable
   ____ No
   ____ Yes. If yes, give a short summary of the consultation process and results.

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

19. Approvals:

   Ned Benton
   Chair, Department of Public Management
Accounting Information Systems (ACC 2XX) Syllabus

John Jay College of Criminal Justice
524 West 59th Street New York, NY, 10019

Accounting Information Systems (ACC 2XX (265) )

Instruction provided by

Randall E. LaSalle, PhD, CPA, CFE
Office Location and address:  6.66.03 New Building, 524 West 59th Street, New York, NY 10019
Office Phone: 212.484.1308
Hours: Tuesday and Thursday 9:00AM to 10:00AM and 2:00PM to 5:00PM. Additional hours are available by appointment. I encourage students to walk-in any time.
Office email: rlasalle@jjay.cuny.edu

Course description

This course is an introduction to accounting information systems, including system design and effectiveness, instructing students how to identify and understand ethical issues regarding accounting systems and develop an understanding of the conceptual framework of accounting as a logical system for processing, controlling and interpreting financial transactions. It explains how the major accounting cycles work, including study of how these cycles contain checks to prevent fraud and how these cycles can be assessed for weaknesses.

Learning outcomes

STUDENT LEARNING OUTCOME #1: To develop field-specific knowledge and skills, including the following knowledge and practices:
  • Explain the structure of an Accounting Information System (AIS).
  • Document AIS through narratives, flowcharts, and other diagrammatic techniques.
  • Understand process transactions in a manual and computerized environment.
  • Incorporate proper internal controls into AIS.
  • Incorporate the various cycles (revenue, expenditure, financing, human resources, and production) into the AIS.

STUDENT LEARNING OUTCOME #2: To develop critical thinking skills, including the following knowledge and practices:
  • Design, construct, and implement AIS using a manual system of journals and ledgers.
  • Design, construct, and implement AIS using an electronic spreadsheet (Excel, for example).
  • Design, construct, and implement AIS using a relational database (Access, for example).
  • Design, construct, and implement AIS using a commercial software package (QuickBooks, for example)

STUDENT LEARNING OUTCOME #3: To develop ethical and professional judgment, including the following knowledge and practices:
  • Describe ethical considerations as the foundation of accounting information systems
Course Syllabus - Accounting Information Systems

- Understand the relation of ethics to accounting information systems
- Explain the need for a code of ethics and good internal controls
- Identify accounting related frauds that can occur when ethics codes and internal controls are weak or not correctly applied
- Understand and explain how a code of ethics is maintained in an accounting information system
- Identify and describe ethical issues in IT systems
- Describe the relation of ethics to corporate governance
- Identify and describe ethical considerations related to IT governance
- Identify and describe ethical issues related to auditing
- Identify and describe ethical issues related to revenue processes
- Identify and describe ethical issues related to expenditures processes
- Identify and describe ethical issues related to payroll and fixed assets processes

Course pre-requisites or co-requisites

Composition I (ENG 101) and Financial Accounting (ACC 250)

Course Policies

Attendance and Make-up Policy:
Students are expected to attend and participate in all scheduled sessions of the course. Absences and tardiness impair both student proficiency and the letter grade. One percentage point for each absence in excess of four will be deducted from the semester average. There will be no make-up quizzes. Make-up exams will be provided during final exam week.

Policies on Acceptable Methods of Citation, Documentation and Formatting:
There are no specific methods of citation, documentation or formatting required for this course.

Required Texts

*Accounting Information Systems: The Processes and Controls, 2E*
Leslie Turner, Palm Beach Atlantic University
Andrea Weickgenannt, Xavier University
**John Wiley & Sons, Inc., ISBN:** 978-1-118-54697-0
**Copyright year:** 2013
Student Companion Site:
Textbook will be ordered and will be available in the bookstore. The library does not own the book.

*Systems Understanding Aid, 8th Edition,*
by Arens and Ward
**Copyright year:** 2012
(MUST be purchased NEW as this is a consumable work packet).
Grading

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<th>Activity</th>
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<tr>
<td>S.U.A. Project, Part 2</td>
<td>10</td>
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<tr>
<td>QuickBooks project</td>
<td>10</td>
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<td>Access project</td>
<td>5</td>
</tr>
<tr>
<td>Homework</td>
<td>15</td>
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<tr>
<td>Quizzes</td>
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<tr>
<td>Exams (1 and 2 10% each, final 20%)</td>
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<td>100%</td>
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SUA = Systems Understanding Aid

The grading scale shall conform with the standards and explanations established by the Registrar. See http://www.jjay.cuny.edu/grades.

Learning Methodology & Expectations

Homework: Each week you will be required to complete problems from the end of the chapters in the Turner & Weickgenannt book. Depending on the nature of the assignment, you may be required to submit your answers in the Quiz section or through the Dropbox. You will need to use Word for the problems submitted through the Dropbox. The Dropbox or quiz will be open at 6:00 am on Monday of the week it is due and will close at midnight on Sunday. On quizzes, you will be able to see your score immediately upon completion but you will not be able to see the correct answers until after the due date deadline.

Exams: There are two in-class exams and a final cumulative exam. Each exam will consist of multiple choice questions and short answer essays. These questions will cover the chapters covered during that unit.

Projects: There are 3 projects that you must complete during this course.

1. Systems Understanding Aid (Parts 1 &2, requiring student presentations in weeks 8 and 12, respectively)
   a. A manual system: A simple accounting and internal control system for a wholesaling business named Waren Sports Supply has been designed. Transactions and the accompanying record keeping have been completed through December 15, 201x. You will be given transactions that occur during the period of December 16 through December 31 and you will be required to complete the documents, perform certain internal controls, and do the record keeping and other accounting necessary for the last semimonthly period of the year. We will be using Transaction listing A for the project and you will use Option 2 on page 11 of the Instructions as the method for recording the transactions. The specific instructions for this project are in the Content area of the course. Due to the time commitment of this project, various parts will be required to be turned in at the end of week 1 for review. Failure to do so will result in point deductions on the overall project.
   b. A spreadsheet system (Excel): You will complete the steps of the year-end process using the Excel spreadsheet. The specific instructions and expectations of this project are outlined in the Content area of the course.

2. An off-the-shelf computerized accounting software system (QuickBooks) due in week 9:
   This project will be done using the supplemental material, Computerized Accounting Using QuickBooks Pro 2012, 2nd Edition (2012). Parts of the project will correlate with the
Systems Understanding Aid so you can compare and contrast between a manual and computerized accounting system. The actual assignment is to work through Chapter 9 and turn in a backup file of Waren Sports Supply to the Dropbox. You do not have to turn in any printouts.

3. An electronic database system (Access) due in week 4: This project will be to work through the Comprehensive problem at the end of Chapter 4 and then complete Problem 4-10 on p. 113. When saving your tables, please name them the same as the tables on p. 116. When saving the queries, please name them 4-10-a, 4-10-b, etc. If you have to create a query table, save it with the problem reference and the word “table” (i.e., 4-10-a table).

Course Calendar:

Week 1 – Introduction to Accounting Information Systems

Readings

- Chapter 1
  - Review Chapter 1 related material at the textbook website:
    - http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87402
  - Review all Week 1 resources in the Content area.

Key Concepts

1. An overview of business processes
2. An overview of an accounting information system
3. The business process linkage throughout the supply chain
4. The IT enablement of business processes
5. Basic computer and IT concepts
6. Examples of IT enablement
7. The internal control structure of organizations
8. The importance of accounting information systems to accountants
9. The relation of ethics to accounting information systems

Week 2 – Foundational Concepts of the AIS

Readings

- Chapter 2
  - Review Chapter 2 related material at the textbook website:
    - http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87403
  - Review all Week 2 resources in the Content area.

Key Concepts

1. The interrelationships of business processes and the AIS
2. Types of accounting information systems
3. Client-server computing
4. Cloud computing
5. Accounting software market segments
6. Input methods used in business processes
7. The processing of accounting data
8. Outputs from the AIS related to business processes
9. Documenting processes and systems
10. Ethical considerations at the foundation of accounting information systems

Week 3–Fraud, Ethics, and Internal Control

Readings
- Chapter 3
- Review Chapter 3 related material at the textbook website:
  [http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87404](http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87404)
- Review all Week 3 resources in the Content area.

Key Concepts
1. An introduction to the need for a code of ethics and good internal controls
2. The accounting related fraud that can occur when ethics codes and internal controls are weak or not correctly applied
3. The nature of management fraud
4. The nature of employee fraud
5. The nature of customer fraud
6. The nature of vendor fraud
7. The nature of computer fraud
8. The policies that assist in the avoidance of fraud and errors
9. The maintenance of a code of ethics
10. The maintenance of accounting internal controls
11. The maintenance of information technology controls

Week 4– Internal Controls and Risks in IT Systems

Readings
- Chapter 4
- Review Chapter 4 related material at the textbook website:
  [http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87405](http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87405)
- Review all Week 4 resources in the Content area.

Key Concepts
1. An overview of internal controls for IT systems
2. General controls for IT systems
3. General controls from a Trust Services Principles perspective
4. Hardware and software exposures in IT systems
5. Application software and application controls
6. Ethical issues in IT systems

Project
- Access project due
Week 5 – Exam #1 – Chapters 1, 2, 3, & 4

Week 6 – Corporate Governance and the Sarbanes-Oxley Act

Readings
- Chapter 5
- Review Chapter 5 related material at the textbook website:
  - http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87406
- Review all Week 6 resources in the Content area.

Key Concepts
1. An overview of corporate governance
2. Participants in the corporate governance process
3. The functions within the corporate governance process
4. The history of corporate governance
5. The Sarbanes–Oxley Act of 2002
6. The impact of the Sarbanes–Oxley Act on corporate governance
7. The importance of corporate governance in the study of accounting information systems
8. Ethics and corporate governance

Week 7 – IT Governance

Readings
- Chapter 6
- Review Chapter 6 related material at the textbook website:
  - http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87407
- Review all Week 7 resources in the Content area.

Key Concepts
1. An introduction to IT governance and its role in strategic management
2. An overview of the system development life cycle (SDLC)
3. The elements of the systems planning phase of the SDLC
4. The elements of the systems analysis phase of the SDLC
5. The elements of the systems design phase of the SDLC
6. The elements of the systems implementation phase of the SDLC
7. The elements of the operation and maintenance phase of the SDLC
8. The critical importance of IT governance in an organization
9. Ethical considerations related to IT governance

Week 8 – Auditing Information Technology-Based Processes & Student Presentations RE: Project 1 Part 1

Readings
- Chapter 7
- Review Chapter 7 related material at the textbook website:
  - http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87408
- Review all Week 8 resources in the Content area.
**Key Concepts**

1. An introduction to auditing IT processes
2. The various types of audits and auditors
3. Information risk and IT-enhanced internal control
4. Authoritative literature used in auditing
5. Management assertions used in the auditing process and the related audit objectives
6. The phases of an IT audit
7. The use of computers in audits
8. Tests of controls
9. Tests of transactions and tests of balances
10. Audit completion/reporting
11. Other audit considerations
12. Ethical issues related to auditing

**Projects**

- SUA project part I due

**Week 9 – Revenue and Cash Collection Processes and Controls**

**Readings**

- Chapter 8
- Review Chapter 8 related material at the textbook website: [http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87409](http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87409)
- Review all Week 9 resources in the Content area.

**Projects**

- QuickBooks project due

**Key Concepts**

1. An introduction to revenue processes
2. Sales processes and the related risks and controls
3. Sales return processes and the related risks and controls
4. Cash collection processes and the related risks and controls
5. An overview of IT systems of revenue and cash collection that enhance the efficiency of revenue processes
6. E-business systems and the related risks and controls
7. Electronic data interchange (EDI) systems and the related risks and controls
8. Point of sale (POS) systems and the related risks and controls
9. Ethical issues related to revenue processes
10. Corporate governance in revenue processes

**Week 10 – Exam #2 – Chapters 5, 6, 7, & 8**

**Week 11 – Expenditures Processes and Controls-Purchases**

**Readings**

- Chapter 9
- Review Chapter 9 related material at the textbook website: [http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87410](http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87410)
Review all Week 11 resources in the Content area.

**Key Concepts**

1. An introduction to expenditures processes
2. Purchasing processes and the related risks and controls
3. Purchase return processes and the related risks and controls
4. Cash disbursement processes and the related risks and controls
5. An overview of IT systems of expenditure and cash disbursement processes that enhance the efficiency of expenditures processes
6. Computer-based matching of purchasing documents and the related risks and controls
7. Evaluated receipt settlement systems and the related risks and controls
8. E-business and electronic data interchange (EDI) systems and the related risks and controls
9. E-payables systems
10. Procurement cards
11. Ethical issues related to expenditures processes
12. Corporate governance in expenditures processes

**Week 12 – Expenditures Processes and Controls— Payroll and Fixed Assets & Student Presentations RE: Project 1 Part 2**

**Readings**

- Chapter 10
- Review Chapter 10 related material at the textbook website:
  - [http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87411](http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87411)
- Review all Week 12 resources in the Content area.

**Key Concepts**

1. An introduction to payroll and fixed asset processes
2. Payroll processes
3. Risks and controls in payroll processes
4. IT systems of payroll processes
5. Fixed asset processes
6. Risks and controls in fixed asset processes
7. IT Systems of fixed asset processes
8. Ethical issues related to payroll and fixed assets processes
9. Corporate governance in payroll and fixed assets processes

**Projects**

- SUA project part II due

**Week 13 – Expenditures Conversion Processes and Controls**

**Readings**

- Chapter 11
- Review Chapter 11 related material at the textbook website:
  - [http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87412](http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87412)
- Review all Week 13 resources in the Content area.

**Key Concepts**
1. Basic features of conversion processes
2. The components of the logistics function
3. Cost accounting reports generated by conversion processes
4. Risks and controls in conversion processes
5. IT systems of conversion processes
6. Ethical issues related to conversion processes
7. Corporate governance in conversion processes

Week 14 – Administrative Processes and Controls

Readings
- Chapter 12
- Review Chapter 12 related material at the textbook website:
  \[\text{http://bcs.wiley.com/he-bcs/Books?action=chapter&bcsId=7902&itemId=1118162307&chapterId=87413}\]
- Review all Week 14 resources in the Content area.

Key Concepts
1. An introduction to administrative processes
2. Source of capital processes
3. Investment processes
4. Risks and controls in capital and investment processes
5. General ledger processes
6. Risks and controls and risks in general ledger processes
7. Reporting as an output of the general ledger processes
8. Ethical issues related to administrative processes and reporting
9. Corporate governance in administrative processes and reporting

Week 15 – Final Cumulative Exam – Chapters 1 to 12

Statement of College Policy on Grade of INC (Incomplete)

“An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete. If a faculty member decides to give an Incomplete Grade, he or she completes an Incomplete Grade drop-down form that will appear on the grading screen when the faculty member assigns the INC grade online. The faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose. If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances. When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should
be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester. This policy does not apply to laboratory and studio courses nor for internship courses for which neither the professor nor the department can reasonably accommodate a student’s missed lab or studio or internship work as described herein. The academic departments which offering such courses shall develop departmental policy for consideration by the College Council. Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.” See page 24 of John Jay College of Criminal Justice Undergraduate Bulletin, 2013 – 1014

**College Policy on Extra Work During the Semester**

“Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.” See page 26 of John Jay College of Criminal Justice Undergraduate Bulletin, 2013 – 1014.

**Accommodations for persons with disabilities**

The instructor wishes to provide accommodations for students with disabilities. Please make your needs known by contacting the instructor and the Office of Accessibility Services (OAS), which is located in Room L.66.00 of the New Building and can be reached at 212-237-8031. Sufficient notice is needed in order to make accommodations possible. “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.” See Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

**Statement of the College Policy on Plagiarism**

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php , see Chapter IV Academic Standards.)

I reserve the right to use an electronic database such as Turnitin.com to assist in the assessment of student work product.
New Course Proposal Form

Date Submitted__3 February 2015__________

1. a. Department(s) or program(s) proposing this course: Department of Public Management, Fraud Examination & Financial Forensics Major.

   b. Name and contact information of proposer(s): Jonathan Childerley

      Email address: jchilderley@jjay.cuny.edu
      Phone number: 914-512-1378

2. a. Title of the course: Intermediate Accounting I

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

   c. Level of this course   ____100 Level   ____X 200 Level   ____ 300 Level   ____ 400 Level

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

   Intermediate Accounting I builds on the knowledge acquired in ACC 250 and teaches students how to apply that knowledge to the preparation of financial statements. It will help develop students' analytical skills and prepare them for professional level work. It will also provide a solid foundation for internships and the capstone thesis. It is appropriately pitched at the 200 level.

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

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

   The Intermediate Accounting I and II courses are two of five core accounting courses that are part of the new major in Fraud Examination and Financial Forensics. As explained in the proposal for the new major, the understanding of accounting that the students developed from only one introductory accounting course was woefully inadequate for preparing them to understand how to identify fraud and prepare them for studying forensic accounting and auditing.
The Intermediate Accounting courses help fill a significant part of the gap in the students understanding. The courses will help students develop an understanding of financial statements and understand how the various assets and liabilities, and revenue and expenditures can be fraudulently represented. Overall they will develop a level of understanding that will help them detect and investigate fraud, and assist with expert testimony by thoroughly studying accounting principles. This will ensure a sound basis for their further studies in fraud examination and forensic accounting.

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.)

Intermediate Accounting I is the first in a two-course sequence in intermediate financial accounting. The course develops theory and practice as applied to accounting for assets, such as: cash and cash equivalents, receivables, short-term investments, inventory, plant, property, equipment and intangible assets. Current and long-term debts are also covered. The course covers the reporting of financial information through the balance sheet, income statement, and the statement of cash flows.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): **ENG 101 and ACC 250**

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

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

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

   By the end of the course the student will:
   • Have a good overview of financial reporting and be able to apply generally accepted accounting principles to and have an in depth understanding of current assets and revenue items;
   • Be able to analyze current assets and revenue items in the financial statements of a publicly traded company, identify different accounting principles and methodologies used, and apply commonly used analytical tools; and
• Be able to judge whether the balance sheet and revenue items studied in the course are fairly reported, and be able to distinguish between their fair financial reporting and fraudulent financial reporting.

In respect of the outcomes of the major in Fraud Examination and Financial Forensics the student will be able to:
• Evaluate the presentation of current assets and revenue items in financial statements and records and look for symptoms of fraud; and
• Demonstrate a knowledge of ethical principles as applied to the preparation and presentation of current assets and revenue items.

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

_____ No  X Yes

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

The course would be required under the Fraud Examination & Financial Forensics major.

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

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

11. How will you assess student learning?

   There will be four presentations scoring 20% of the overall grade; four discussions for 10%; homework will score 10%; ten quizzes for 20%; and three exams for 40%.

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

   Yes__X__  No

   • If yes, please state the librarian’s name:  Janice Dunham
   • Are there adequate resources in the library to support students’ work in the course
     Yes  X   No______

   The primary required text will be ordered and available in the library.
• Will your students be expected to use any of the following library resources? Check all that apply. Not required for this course, though many of the databases below may be consulted to deepen knowledge of accounting.

- The library catalog, CUNY+
- EBSCOhost Academic Search Complete
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
- LexisNexis Universe
- Criminal Justice Abstracts
- PsycINFO
- Sociological Abstracts
- JSTOR
- SCOPUS
- Other (please name)

13. Syllabus – see attached

14. Date of **Department curriculum committee** approval: May 6 2014

15. **Faculty** - Who will be assigned to teach this course? **Prof. Vijay Sampath**

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

   X No
   _____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

   X Not applicable
   _____No
   _____Yes. If yes, give a short summary of the consultation process and results.

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

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

19. **Approvals:**

   Ned Benton
   Chair, Department of Public Management
Professor's Name, Address, and Contact Information:

Vijay Sampath, DBS, MBA, CPA, CFE
Office Location and address: 3418.03 (North Hall), 445 West 45th Street, New York, NY 10019
Office Phone: 212.393.6424
Hours: Tuesday and Thursday 4:00PM to 6:00PM. Additional hours are available by appointment. I encourage students to walk-in any time.
Office email: vsampath@jjay.cuny.edu

Course Description:

Intermediate Accounting I is the first in a two-course sequence in intermediate financial accounting. The course develops theory and practice as applied to accounting for assets, such as: cash and cash equivalents, receivables, short-term investments, inventory, plant, property, equipment and intangible assets. Current and long-term debts are also covered. The course covers the reporting of financial information through the balance sheet, income statement, and the statement of cash flows.

Student Learning Outcomes:

STUDENT LEARNING OUTCOME #1: Field-specific knowledge.

- After completing intermediate accounting I, students will have a good overview of the foundations of financial reporting including purpose, accounting cycle, and the application of generally accepted accounting principles (GAAP). They will develop an in-depth understanding of current assets and the income statement, statement of comprehensive income, and statement of retained earnings. The topic of time value of money will be thoroughly understood, and they will be able to apply this to the various accounting topics covered in this course.

STUDENT LEARNING OUTCOME #2: Critical thinking.

- Students will be able to analyze the assets and revenue items studied in intermediate accounting I in the financial statements of a publicly traded company. This will include being able to identify the various accounting principles and practices used to present them. Students will also be able to distinguish the different methodologies that can be applied to different classes of assets and income statement items. In addition they will be able to carry out analysis using common practices such as earnings and profit ratios, calculating time value of money, and distinguish between ordinary and extraordinary items.

STUDENT LEARNING OUTCOME #3: Ethical and professional judgment.

- Students will be able to judge whether the balance sheet and revenue items studied in Intermediate Accounting I are fairly reported and be able to distinguish between their fair financial reporting (i.e., within GAAP) and fraudulent financial reporting.

Course Prerequisite:

Composition I (ENG 101) and Financial Accounting (ACC 250)
Course Syllabus - Intermediate Accounting I

Course Policies:

CITATIONS: Students should comply with APA guidelines when citing sources in their assignments.

ATTENDANCE AND MAKE-UP POLICY: Students are expected to attend and participate in all scheduled sessions of the course. Absences and tardiness impair both student proficiency and the letter grade. One percentage point for each absence in excess of four will be deducted from the grade. There will be no make-up quizzes. Make-up exams will be provided during final exam week.

Required Textbook:

Intermediate Accounting, 7/e
David Spiceland, University of Memphis
James F. Sepe, Santa Clara University
Mark W. Nelson, Cornell University
Copyright year: 2013
Student Companion Site: http://highered.mcgraw-hill.com/sites/007802532x/student_view0/

Textbook will be ordered and will be available in the bookstore. The library does not own the book.

Learning Methodology & Expectations:

Teaching methodologies include structured classroom discussions and lectures lead by the instructor as well as presentations and discussions led by students. Students are expected to read assigned chapters and be prepared for a quiz for each chapter prior to the class in which it is reviewed.

Each student is required to select a publicly traded company, visit this company’s home page, and read the financial information presented. Students cannot choose the same company that anyone else in the class chooses. This company will be used throughout the course to apply accounting theory and knowledge to this specific company’s set of complex financial reporting issues. It will act as their case study for assignments, presentations and discussions.

Activity Overview:

Readings: Each week you will be assigned readings from the textbook and a few selected articles. You are required to complete the readings prior to class.

Homework: There are weekly homework assignments. Approximately four of those assignments will be collected and graded.

Discussions: Students will be expected to introduce four discussions. These will be based on topics covered in the previous week and use the publicly traded companies to illustrate the concepts and principles learned. These will take place throughout the semester. Topics will be assigned by the instructor and each discussion you lead will contribute 2 points towards your grade. A further 2 points will be reserved for active participation throughout the semester in class discussions.

Assignments and Presentations: There are four assignments/presentations throughout the semester. These will take place during weeks 3, 6, 9 and 12. The assignments will showcase aspects of accounting studied during the previous weeks applied to the publicly traded companies that the student has been assigned. Students are expected to provide a PowerPoint with a full set of speaking notes for all four assignments which will be graded out of 4 points. Students will be required to present once during the semester which will contribute an additional 4 points to their grade. The presentation should be approximately ten minutes and will be followed by a brief discussion and the opportunity for other students to
ask questions.

**Exams:** There are three exams composed of multiple choice and short answer essays. The first and second exams are worth 10 points each. The final exam is cumulative and worth 20 points.

**Grading:**

The grading scale shall conform with the standards and explanations established by the Registrar. See [http://www.jjay.cuny.edu/grades](http://www.jjay.cuny.edu/grades).

**Course Calendar:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations (4)</td>
<td>20</td>
</tr>
<tr>
<td>Discussions and participation (4)</td>
<td>10</td>
</tr>
<tr>
<td>Homework (4)</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (10)</td>
<td>20</td>
</tr>
<tr>
<td>Exams weeks 6 and 12</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

The grading scale shall conform with the standards and explanations established by the Registrar. See [http://www.jjay.cuny.edu/grades](http://www.jjay.cuny.edu/grades).

**Week 1 – Foundations of Financial Reporting**

**Readings**

- Chapter 1
  - Review Chapter 1 related material at the textbook website: [http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter1/](http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter1/)
  - Review all Week 1 resources in the Content area.

**Key Concepts**

1. Describe the function and primary focus of financial accounting. (p. 4)
2. Explain the difference between cash and accrual accounting. (p. 6)
3. Define generally accepted accounting principles (GAAP) and discuss the historical development of accounting standards, including convergence between U.S. and international standards. (p. 8)
4. Explain why the establishment of accounting standards is characterized as a political process. (p. 13)
5. Explain factors that encourage high-quality financial reporting. (p. 15)
6. Explain the purpose of the conceptual framework. (p. 19)
7. Identify the objective and qualitative characteristics of financial reporting information, and the elements of financial statements. (p. 21)
8. Describe the four basic assumptions underlying GAAP. (p. 25)
9. Describe the recognition, measurement and disclosure concepts that guide accounting practice. (p. 27)
10. Contrast a revenue/expense approach and an asset/liability approach to accounting standard setting. (p. 33)
11. Discuss the primary differences between U.S. GAAP and IFRS with respect to the development of accounting standards and the conceptual framework underlying accounting standards. (pp. 15 and 21)

**Week 2 – Review of the Accounting Cycle**

**Readings**

- Chapter 2
  - Review Chapter 2 related material at the textbook website: [http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter2/](http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter2/)
  - Review all Week 2 resources in the Content area.

**Key Concepts**
Course Syllabus - Intermediate Accounting I

1. Analyze routine economic events—transactions—and record their effects on a company’s financial position using the accounting equation format. (p. 52)
2. Record transactions using the general journal format. (p. 56)
3. Post the effects of journal entries to general ledger accounts and prepare an unadjusted trial balance. (p. 63)
4. Identify and describe the different types of adjusting journal entries. (p. 66)
5. Record adjusting journal entries in general journal format, post entries, and prepare an adjusted trial balance. (p. 67)
6. Describe the four basic financial statements. (p. 75)
7. Explain the closing process. (p. 79)
8. Convert from cash basis net income to accrual basis net income. (p. 83)

Week 3– Student Presentations

Week 4– The Balance Sheet

Readings

- Chapter 3
- Review Chapter 3 related material at the textbook website: http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter3/
- Review all Week 4 resources in the Content area.

Key Concepts

1. Describe the purpose of the balance sheet and understand its usefulness and limitations. (p. 115)
2. Identify and describe the various balance sheet asset classifications. (p. 117)
3. Identify and describe the two balance sheet liability classifications. (p. 120)
4. Explain the purpose of financial statement disclosures. (p. 124)
5. Explain the purpose of the management discussion and analysis disclosure. (p. 128)
6. Explain the purpose of an audit and describe the content of the audit report. (p. 130)
7. Describe the techniques used by financial analysts to transform financial information into forms more useful for analysis. (p. 132)
8. Identify and calculate the common liquidity and financing ratios used to assess risk. (p. 134)
9. Discuss the primary differences between U.S. GAAP and IFRS with respect to the balance sheet, financial disclosures, and segment reporting. (pp. 122 and 141)

Week 5– The Income Statement and the Statement of Cash Flows

Readings

- Chapter 4
- Review Chapter 4 related material at the textbook website: http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter4/
- Review all Week 5 resources in the Content area.

Key Concepts

1. Discuss the importance of income from continuing operations and describe its components.
2. Describe earnings quality and how it is impacted by management practices to manipulate earnings.
3. Discuss the components of operating and non-operating income and their relationship to earnings quality.
4. Define what constitutes discontinued operations and describe the appropriate income statement presentation for these transactions.
5. Define extraordinary items and describe the appropriate income statement presentation for these transactions.
6. Describe the measurement and reporting requirements for a change in accounting principle.
7. Explain the accounting treatments of changes in estimates and correction of errors.
8. Define earnings per share (EPS) and explain required disclosures of EPS for certain income statement components.
9. Explain the difference between net income and comprehensive income and how we report components of the difference.
10. Describe the purpose of the statement of cash flows.
11. Identify and describe the various classifications of cash flows presented in a statement of cash flows.
12. Discuss the primary differences between U.S. GAAP and IFRS with respect to the income statement and statement of cash flows.

Week 6– Student Presentations & Exam #1 – Chapter 1, 2, 3, & 4

Week 7– Revenue Recognition and Profitability Analysis

Readings

- Chapter 5
- Review Chapter 5 related material at the textbook website: http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter5/
- Review all Week 7 resources in the Content area.

Key Concepts

1. Discuss the general objective of the timing of revenue recognition, list the two general criteria that must be satisfied before revenue can be recognized, and explain why these criteria usually are satisfied at a specific point in time.
2. Describe the installment sales and cost recovery methods of recognizing revenue for some types of installment sales and explain the unusual conditions under which these methods might be used.
3. Discuss the implications for revenue recognition of allowing customers the right of return.
4. Identify situations that call for the recognition of revenue over time and distinguish between the percentage-of-completion and completed contract methods of recognizing revenue for long-term contracts.
5. Discuss the revenue recognition issues involving multiple-deliverable contracts, software, and franchise sales.
6. Identify and calculate the common ratios used to assess profitability.
7. Discuss the primary differences between U.S. GAAP and IFRS with respect to revenue recognition.

Week 8– Time Value of Money

Readings

- Chapter 6
- Review Chapter 6 related material at the textbook website: http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter6/
- Review all Week 8 resources in the Content area.

Key Concepts

1. Explain the difference between simple and compound interest.
2. Compute the future value of a single amount.
3. Compute the present value of a single amount.
4. Solve for either the interest rate or the number of compounding periods when present value and future value of a single amount are known.
5. Explain the difference between an ordinary annuity and an annuity due situation.
6. Compute the future value of both an ordinary annuity and an annuity due.
7. Compute the present value of an ordinary annuity, an annuity due, and a deferred annuity.
8. Solve for unknown values in annuity situations involving present value.
9. Briefly describe how the concept of the time value of money is incorporated into the valuation of bonds, long-term leases, and pension obligations.

Week 9– Student Presentations

Week 10– The Revenue/Receivables/Cash Cycle

Readings
Course Syllabus - Intermediate Accounting I

- Chapter 7
- Review Chapter 7 related material at the textbook website: http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter7/
- Review all Week 10 resources in the Content area.

Key Concepts

1. Define what is meant by internal control and describe some key elements of an internal control system for cash receipts and disbursements.
2. Explain the possible restrictions on cash and their implications for classification in the balance sheet.
3. Distinguish between the gross and net methods of accounting for cash discounts.
4. Describe the accounting treatment for merchandise returns.
5. Describe the accounting treatment of anticipated uncollectible accounts receivable.
6. Describe the two approaches to estimating bad debts.
8. Differentiate between the use of receivables in financing arrangements accounted for as a secured borrowing and those accounted for as a sale.
9. Describe the variables that influence a company's investment in receivables and calculate the key ratios used by analysts to monitor that investment.
10. Discuss the primary differences between U.S. GAAP and IFRS with respect to cash and receivables.

Week 11 – Inventories -- Measurement

Readings

- Chapter 8
- Review Chapter 8 related material at the textbook website: http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter8/
- Review all Week 11 resources in the Content area.

Key Concepts

1. Explain the difference between a perpetual inventory system and a periodic inventory system (page 399).
2. Explain which physical quantities of goods should be included in inventory (page 400).
3. Determine the expenditures that should be included in the cost of inventory (page 401).
4. Differentiate between the specific identification, FIFO, LIFO, and average cost methods used to determine the cost of ending inventory and cost of goods sold (page 404).
5. Discuss the factors affecting a company’s choice of inventory method (page 411).
6. Understand supplemental LIFO disclosures and the effect of LIFO liquidations on net income (page 413).
7. Understand supplemental LIFO disclosures and the effect of LIFO liquidations on net income (page 413).
8. Calculate the key ratios used by analysts to monitor a company's investment in inventories (page 419).
9. Determine ending inventory using the dollar-value LIFO inventory method (page 421).
10. Discuss the primary difference between U.S. GAAP and IFRS with respect to determining the cost of inventory (page 411).

Week 12– Student Presentations & Exam #2 – Chapters 5, 6, 7, & 8

Week 13 – Inventories – Additional Issues

Readings

- Chapter 9
- Review Chapter 9 related material at the textbook website: http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter9/
- Review all Week 13 resources in the Content area.

Key Concepts

1. Understand and apply the lower-of-cost-or-market rule used to value inventories (page 448).
2. Estimate ending inventory and cost of goods sold using the gross profit method (page 456).
3. Estimate ending inventory and cost of goods sold using the retail inventory method, applying the various cost
Course Syllabus - Intermediate Accounting I

1. Identify the various costs included in the initial cost of property, plant, and equipment, natural resources, and intangible assets (page 504).
2. Determine the initial cost of individual property, plant, and equipment and intangible assets acquired as a group for a lump-sum purchase price (page 512).
3. Determine the initial cost of property, plant, and equipment and intangible assets acquired in exchange for a deferred payment contract (page 513).
4. Determine the initial cost of property, plant, and equipment and intangible assets acquired in exchange for equity securities or through donation (page 515).
5. Calculate the fixed-asset turnover ratio used by analysts to measure how effectively managers use property, plant, and equipment (page 516).
6. Explain how to account for dispositions and exchanges for other nonmonetary assets (page 517).
7. Identify the items included in the cost of a self-constructed asset and determine the amount of capitalized interest (page 521).
8. Explain the difference in the accounting treatment of costs incurred to purchase intangible assets versus the costs incurred to internally develop intangible assets (page 526).
9. Discuss the primary differences between U.S. GAAP and IFRS with respect to the acquisition and disposition of property, plant, and equipment and intangible assets (page 532).

Week 15 – Final Cumulative Exam – Chapters 1 to 10

Statement of College Policy on Grade of INC (Incomplete):

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If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.
Course Syllabus - Intermediate Accounting I

When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester.

This policy does not apply to laboratory and studio courses nor for internship courses for which neither the professor nor the department can reasonably accommodate a student’s missed lab or studio or internship work as described herein. The academic departments which offer such courses shall develop departmental policy for consideration by the College Council.

Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.”


College Policy on Extra Work During the Semester:

“Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.” See page 26 of John Jay College of Criminal Justice Undergraduate Bulletin, 2013 – 1014.

Accommodations for persons with disabilities:

The instructor wishes to provide accommodations for students with disabilities. Please make your needs known by contacting the instructor and the Office of Accessibility Services (OAS), which is located in Room L.66.00 of the New Building and can be reached at 212-237-8031. Sufficient notice is needed in order to make accommodations possible. “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.” See Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Statement of 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)
New Course Proposal Form

Date Submitted: 3 February 2015

1. a. **Department(s) or program(s) proposing this course:** Department of Public Management, Fraud Examination & Financial Forensics Major.
   
b. **Name and contact information of proposer(s):** Jonathan Childerley
   
   Email address: jchilderley@jjay.cuny.edu
   Phone number: 914-512-1378

2. a. **Title of the course:** Intermediate Accounting II
   
b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Intermediate Accounting II
   
c. **Level of this course:** ___100 Level  X  200 Level  ___300 Level  ___400 Level

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

   Intermediate Accounting II builds on the knowledge acquired in ACC 250 and teaches students how to apply that knowledge to the preparation of financial statements. It will help develop students' analytical skills and prepare them for professional level work. It will also provide a solid foundation for internships and the capstone thesis. It is appropriately pitched at the 200 level.

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

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

   The Intermediate Accounting I and II courses are two of five core accounting courses that are part of the new major in Fraud Examination and Financial Forensics. As explained in the proposal for the new major, the understanding of accounting that the students developed from only one introductory accounting course was woefully inadequate for preparing them to understand how to identify fraud and prepare them for studying forensic accounting and auditing.
The Intermediate Accounting courses help fill a significant part of the gap in the students understanding. The courses will help students develop an understanding of financial statements and understand how the various assets and liabilities, and revenue and expenditures can be fraudulently represented. Overall they will develop a level of understanding that will help them detect and investigate fraud, and assist with expert testimony by thoroughly studying accounting principles. This will ensure a sound basis for their further studies in fraud examination and forensic accounting.

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.)

Intermediate Accounting II is the second in a two-course sequence in intermediate financial accounting. The course develops theory and practice as applied to the conceptual framework and reporting; acquisition, disposal and depreciation of long-live assets; current and contingent liabilities; non-current liabilities; and owners’ equity.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): **ENG 101, ACC 250, and ACC 2xx (270 - Intermediate Accounting I)**

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

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

   X No _____ Yes. If yes, then please provide:

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

   By the end of the course the student will:
   - Have developed an in depth understanding of the assets and liabilities studied in this course, an understanding of financial statements as a whole, and an understanding of their limitations;
   - Be able to analyze financial statements as a whole and in particular the assets and liabilities specifically studied in this course, and apply the kind of higher level thinking needed to tackle analytical questions used in CPA exams;
   - Be able to distinguish between the true and fair financial reporting and fraudulent financial reporting as applied to financial statements as a whole and critically assess the ethics of financial reporting practices.
In respect of the outcomes of the major in Fraud Examination and Financial Forensics the student will be able to:

• Evaluate financial statements and records for symptoms of fraud; and
• Demonstrate knowledge of ethical principles as applied to the preparation and presentation of financial statements as a whole.

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

_____ No  X Yes

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

The course would be required under the Fraud Examination & Financial Forensics major.

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

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

11. How will you assess student learning? Students will be assessed on the basis of four presentations for 20% of their grade; four discussions for 10% of their grade; homework for 10% of their grade; quizzes for 20% of their grade; and three exams for 40% of their grade.

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

Yes__X__ No

• If yes, please state the librarian’s name: Janice Dunham
• Are there adequate resources in the library to support students’ work in the course

Yes  X  No____

The primary required text will be ordered and available in the library.

• Will your students be expected to use any of the following library resources? Check all that apply. Not required for this course, though many of the databases below may be consulted to deepen knowledge of accounting.

➢ The library catalog, CUNY+ ______
➢ EBSCOhost Academic Search Complete _____
➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____
13. Syllabus: See attached

14. Date of Department curriculum committee approval: May 6 2014

15. Faculty - Who will be assigned to teach this course? Prof. Vijay Sampath

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

   X No
   _____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

   X Not applicable
   _____No
   _____Yes. If yes, give a short summary of the consultation process and results.

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

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

19. Approvals:

   Ned Benton
   Chair, Department of Management
Interim Accounting II is the second course in a two-course sequence in intermediate financial accounting. The course develops theory and practice as applied to the conceptual framework and reporting; acquisition, disposal and depreciation of long-live assets; current and contingent liabilities; non-current liabilities; and owners’ equity.

Student Learning Outcomes:

STUDENT LEARNING OUTCOME #1: Field-specific knowledge.

- After completing intermediate accounting II students will have developed a detailed working knowledge of the assets and liabilities contained in the balance sheet including long-live assets; investments; current and contingent liabilities; non-current liabilities; and owners’ equity. They will also develop an in-depth understanding of some of the more specialized balance sheet items such as leases, pensions, and taxation. They will have a good understanding of the financial statements as a whole and also an understanding of the limitations of these financial statements.

STUDENT LEARNING OUTCOME #2: Critical thinking.

- As well as being able to analyze the assets and liabilities and financial statement items specifically studied in intermediate accounting II, students will be able to analyze and assess a complete set of financial statements. They will be able to differentiate various accounting principles and assess benefits and their impact on the overall financial statements. This will include assessing the financial viability of the company and the financial situation from the perspective of various stakeholders including shareholders. They will also be able to tackle analytical questions equivalent to those that may appear in CPA exams that require higher level thinking.

STUDENT LEARNING OUTCOME #3: Ethical and professional judgment.

- Students will be able to judge whether the balance sheet and revenue items studied in Intermediate Accounting II are fairly reported and be able to distinguish between their fair financial reporting (i.e., within GAAP) and fraudulent financial reporting. They will also learn to judge whether the financial statements taken as a whole present a fair view of the financial status of a business. Moreover, they will understand that within the parameters of fair financial reporting, certain practices are more ethically upright than others.

Course Prerequisite:
Course Syllabus - Intermediate Accounting I

Composition I (ENG 101) and Intermediate Accounting I (ACC 2xx [270])

Course Policies:

CITATIONS: Students should comply with APA guidelines when citing sources in their assignments.

ATTENDANCE AND MAKE-UP POLICY: Students are expected to attend and participate in all scheduled sessions of the course. Absences and tardiness impair both student proficiency and the letter grade. One percentage point for each absence in excess of four will be deducted from the grade. There will be no make-up quizzes. Make-up exams will be provided during final exam week.

Required Textbook:

*Intermediate Accounting, 7/e*
David Spiceland, University of Memphis
James F. Sepe, Santa Clara University
Mark W. Nelson, Cornell University
Copyright year: 2013
Student Companion Site: [http://highered.mcgraw-hill.com/sites/007802532x/student_view0/](http://highered.mcgraw-hill.com/sites/007802532x/student_view0/)
Textbook will be ordered and will be available in the bookstore. The library does not own the book.

Learning Methodology & Expectations:

Teaching methodologies include structured classroom discussions and lectures lead by the instructor as well as presentations and discussions led by students. Students are expected to read assigned chapters and be prepared for a quiz for each chapter prior to the class in which it is reviewed.

Each student is required to select a publicly traded company, visit this company’s home page and read the financial information presented. Students cannot choose the same company that anyone else in the class chooses. This company will be used throughout the course to apply accounting theory and knowledge to this specific company’s set of complex financial reporting issues. It will act as their case study for assignments, presentations and discussions.

Activity Overview:

Readings: Each week you will be assigned readings from the textbook and a few selected articles. You are required to complete the readings prior to class.

Homework: There are weekly homework assignments. Approximately four of those assignments will be collected and graded.

Discussions: Students will be expected to introduce four discussions. These will be based on topics covered in the previous week and use the publicly traded companies to illustrate the concepts and principles learned. These will take place throughout the semester. Topics will be assigned by the instructor and each discussion you lead will contribute 2 points towards your grade. A further 2 points will be reserved for active participation throughout the semester in class discussions.

Assignments and Presentations: There are four assignments/presentations throughout the semester. These will take place during weeks 3, 6, 9 and 12. The assignments will showcase aspects of accounting studied during the previous weeks applied to the publicly traded companies that the student has been assigned. Students are expected to provide a PowerPoint with a full set of speaking notes for all four assignments which will be graded out of 4 points. Students will be
required to present once during the semester which will contribute an additional 4 points to their grade. The presentation should be approximately ten minutes and will be followed by a brief discussion and the opportunity for other students to ask questions.

**Exams:** There are three exams composed of multiple choice and short answer essays. The first and second exams are worth 10 points each. The final exam is cumulative and worth 20 points.

**Grading:**

The grading scale shall conform with the standards and explanations established by the Registrar. See [http://www.jjay.cuny.edu/grades](http://www.jjay.cuny.edu/grades).

<table>
<thead>
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<th>Weight</th>
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<td>Presentations (4)</td>
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<tr>
<td>Discussions and participation (4)</td>
<td>10</td>
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<tr>
<td>Homework (4)</td>
<td>10</td>
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<tr>
<td>Quizzes (10)</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Course Calendar:**

**Week 1 – Property, Plant, and Equipment and Intangible Assets: Utilization and Impairment**

**Readings**

- Chapter 11
  - Review Chapter 11 related material at the textbook website: [http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter11/](http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter11/)
  - Review all Week 1 resources in the Content area.

**Key Concepts**

- **LO 11-1** Explain the concept of cost allocation as it pertains to property, plant, and equipment and intangible assets. *(p. 590)*
- **LO 11-2** Determine periodic depreciation using both time-based and activity-based methods. *(p. 592)*
- **LO 11-3** Calculate the periodic depletion of a natural resource. *(p. 602)*
- **LO 11-4** Calculate the periodic amortization of an intangible asset. *(p. 603)*
- **LO 11-5** Explain the appropriate accounting treatment required when a change is made in the service life or residual value of property, plant, and equipment and intangible assets. *(p. 609)*
- **LO 11-6** Explain the appropriate accounting treatment required when a change in depreciation, amortization, or depletion method is made. *(p. 610)*
- **LO 11-7** Explain the appropriate treatment required when an error in accounting for property, plant, and equipment and intangible assets is discovered. *(p. 611)*
- **LO 11-8** Identify situations that involve a significant impairment of the value of property, plant, and equipment and intangible assets and describe the required accounting procedures. *(p. 613)*
Week 2– Investments

Readings

- Chapter 12
- Review Chapter 12 related material at the textbook website: [http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter12/](http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter12/)
- Review all Week 2 resources in the Content area.

Key Concepts

- **LO 12-1** Demonstrate how to identify and account for investments classified for reporting purposes as held-to-maturity. (p. 656)
- **LO 12-2** Demonstrate how to identify and account for investments classified for reporting purposes as trading securities. (p. 659)
- **LO 12-3** Demonstrate how to identify and account for investments classified for reporting purposes as available-for-sale securities. (p. 663)
- **LO 12-4** Explain what constitutes significant influence by the investor over the operating and financial policies of the investee. (p. 680)
- **LO 12-5** Demonstrate how to account for investments accounted for under the equity method. (p. 680)
- **LO 12-6** Explain the adjustments made in the equity method when the fair value of the net assets underlying an investment exceeds their book value at acquisition. (p. 682)
- **LO 12-7** Explain how electing the fair value option affects accounting for investments. (pp. 672 and 688)
- **LO 12-8** Discuss the primary differences between U.S. GAAP and IFRS with respect to investments. (pp. 672, 673, 674, 679, 688, and 701)

Week 3– Student Presentations

Week 4– Current Liabilities and Contingencies

Readings

- Chapter 13
- Review Chapter 13 related material at the textbook website: [http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter13/](http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter13/)
- Review all Week 4 resources in the Content area.

Key Concepts

- **LO 13-1** Define liabilities and distinguish between current and long-term liabilities. (p. 739)
- **LO 13-2** Account for the issuance and payment of various forms of notes and record the interest on the notes. (p. 741)
- **LO 13-3** Characterize accrued liabilities and liabilities from advance collection and describe when and how they should be recorded. (p. 746)
LO 13-4 Determine when a liability can be classified as a noncurrent obligation. (p. 748)

LO 13-5 Identify situations that constitute contingencies and the circumstances under which they should be accrued. (p. 752)

LO 13-6 Demonstrate the appropriate accounting treatment for contingencies, including unasserted claims and assessments. (p. 753)

LO 13-7 Discuss the primary differences between U.S. GAAP and IFRS with respect to current liabilities and contingencies. (pp. 750, 763, and 764)

Week 5– Bonds and Long-Term Notes

Readings
- Chapter 14
- Review Chapter 14 related material at the textbook website: http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter14/
- Review all Week 5 resources in the Content area.

Key Concepts

LO 14-1 Identify the underlying characteristics of debt instruments and describe the basic approach to accounting for debt. (p. 797)

LO 14-2 Account for bonds issued at face value, at a discount, or at a premium, recording interest using the effective interest method or using the straight-line method. (p. 799)

LO 14-3 Characterize the accounting treatment of notes, including installment notes, issued for cash or for noncash consideration. (p. 810)

LO 14-4 Describe the disclosures appropriate to long-term debt in its various forms and calculate related financial ratios. (p. 814)

LO 14-5 Record the early extinguishment of debt and its conversion into equity securities. (p. 819)

LO 14-6 Understand the option to report liabilities at their fair values. (p. 825)

LO 14-7 Discuss the primary differences between U.S. GAAP and IFRS with respect to accounting for bonds and long-term notes. (pp. 801, 809, 821, and 828).

Week 6– Student Presentations & Exam #1 – Chapter 11, 12, 13, & 14

Week 7– Leases

Readings
- Chapter 15
- Review Chapter 15 related material at the textbook website: http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter15/
- Review all Week 7 resources in the Content area.

Key Concepts

LO 15-1 Identify and describe the operational, financial, and tax objectives that motivate leasing. (p. 860)

LO 15-2 Explain why some leases constitute rental agreements and some represent purchases/sales accompanied by debt financing. (p. 861)
Course Syllabus - Intermediate Accounting I

LO 15-3 Explain the basis for each of the criteria and conditions used to classify leases. (p. 862)
LO 15-4 Record all transactions associated with operating leases by both the lessor and lessee. (p. 866)
LO 15-5 Describe and demonstrate how both the lessee and lessor account for a capital lease. (p. 868)
LO 15-6 Describe and demonstrate how the lessor accounts for a sales-type lease. (p. 873)
LO 15-7 Describe the way a bargain purchase option affects lease accounting. (p. 876)
LO 15-8 Explain how lease accounting is affected by the residual value of a leased asset. (p. 879)
LO 15-9 Explain the impact on lease accounting of executory costs, the discount rate, initial direct costs, and contingent rentals. (p. 883)
LO 15-10 Explain sale-leaseback agreements and other special leasing arrangements and their accounting treatment. (p. 894)
LO 15-11 Discuss the primary differences between U.S. GAAP and IFRS with respect to leases. (pp. 865, 875, 886, 897 and 898)

Week 8– Accounting for Income Taxes

Readings

- Chapter 16
- Review Chapter 16 related material at the textbook website: http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter16/
- Review all Week 8 resources in the Content area.

Key Concepts

LO 16-1 Describe the types of temporary differences that cause deferred tax liabilities and determine the amounts needed to record periodic income taxes. (p. 949)
LO 16-2 Identify and describe the types of temporary differences that cause deferred tax assets. (p. 956)
LO 16-3 Describe when and how a valuation allowance is recorded for deferred tax assets. (p. 959)
LO 16-4 Explain why permanent differences have no deferred tax consequences. (p. 960)
LO 16-5 Explain how a change in tax rates affects the measurement of deferred tax amounts. (p. 964)
LO 16-6 Determine income tax amounts when multiple temporary differences exist. (p. 966)
LO 16-7 Describe when and how an operating loss carryforward and an operating loss carryback are recognized in the financial statements. (p. 967)
LO 16-8 Explain how deferred tax assets and deferred tax liabilities are classified and reported in a classified balance sheet and describe related disclosures. (p. 971)
LO 16-9 Demonstrate how to account for uncertainty in income tax decisions. (p. 974)
LO 16-10 Explain intraperiod tax allocation. (p. 976).
LO 16-11 Discuss the primary differences between U.S. GAAP and IFRS with respect to accounting for income taxes. (pp. 961 and 978).

Week 9– Student Presentations
Week 10 – Pensions and Other Postretirement Benefits

Readings

- Chapter 17
- Review Chapter 17 related material at the textbook website: http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter17/
- Review all Week 10 resources in the Content area.

Key Concepts

LO 17-1 Explain the fundamental differences between a defined contribution pension plan and a defined benefit pension plan. (p. 1011)

LO 17-2 Distinguish among the vested benefit obligation, the accumulated benefit obligation, and the projected benefit obligation. (p. 1015)

LO 17-3 Describe the five events that might change the balance of the PBO. (p. 1016)

LO 17-4 Explain how plan assets accumulate to provide retiree benefits and understand the role of the trustee in administering the fund. (p. 1021)

LO 17-5 Describe the funded status of pension plans and how that amount is reported. (p. 1023)

LO 17-6 Describe how pension expense is a composite of periodic changes that occur in both the pension obligation and the plan assets. (p. 1023)

LO 17-7 Record for pension plans the periodic expense and funding as well as new gains and losses and new prior service cost as they occur. (p. 1029)

LO 17-8 Understand the interrelationships among the elements that constitute a defined benefit pension plan. (pp. 1030 and 1035)

LO 17-9 Describe the nature of postretirement benefit plans other than pensions and identify the similarities and differences in accounting for those plans and pensions. (p. 1040)

LO 17-10 Explain how the obligation for postretirement benefits is measured and how the obligation changes. (p. 1042)

LO 17-11 Determine the components of postretirement benefit expense. (p. 1043)

LO 17-12 Discuss the primary differences between U.S. GAAP and IFRS with respect to accounting for postretirement benefit plans. (pp. 1030, 1032, 1036, and 1038)

Week 11 – Shareholders' Equity

Readings

- Chapter 18
- Review Chapter 18 related material at the textbook website: http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter18/
- Review all Week 11 resources in the Content area.

Key Concepts

LO 18-1 Describe the components of shareholders' equity and explain how they are reported in a statement of shareholders' equity. (p. 1080)

LO 18-2 Describe comprehensive income and its components. (p. 1082)

LO 18-3 Understand the corporate form of organization and the nature of stock. (p. 1085)

LO 18-4 Record the issuance of shares when sold for cash and for noncash consideration. (p. 1091)
Course Syllabus - Intermediate Accounting I

**LO 18-5**  Distinguish between accounting for retired shares and for treasury shares. (*p. 1095*)

**LO 18-6**  Describe retained earnings and distinguish it from paid-in capital. (*p. 1102*)

**LO 18-7**  Explain the basis of corporate dividends, including the similarities and differences between cash and property dividends. (*p. 1102*)

**LO 18-8**  Explain stock dividends and stock splits and how we account for them. (*p. 1104*)

**LO 18-9**  Discuss the primary differences between U.S. GAAP and IFRS with respect to accounting for shareholders' equity. (*pp. 1084, 1090, and 1101*)

**Week 12 – Student Presentations & Exam #2 – Chapters 15, 16, 17, & 18**

**Week 13 – Share-Based Compensation and Earnings Per Share**

**Readings**

- Chapter 19
- Review Chapter 19 related material at the textbook website: [http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter19/](http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter19/)
- Review all Week 13 resources in the Content area.

**Key Concepts**

**LO 19-1**  Explain and implement the accounting for stock award plans. (*p. 1140*)

**LO 19-2**  Explain and implement the accounting for stock options. (*p. 1141*)

**LO 19-3**  Explain and implement the accounting for employee share purchase plans. (*p. 1150*)

**LO 19-4**  Distinguish between a simple and a complex capital structure. (*p. 1153*)

**LO 19-5**  Describe what is meant by the weighted-average number of common shares. (*p. 1153*)

**LO 19-6**  Differentiate the effect on EPS of the sale of new shares, a stock dividend or stock split, and the reacquisition of shares. (*p. 1154*)

**LO 19-7**  Describe how preferred dividends affect the calculation of EPS. (*p. 1156*)

**LO 19-8**  Describe how options, rights, and warrants are incorporated in the calculation of EPS. (*p. 1157*)

**LO 19-9**  Describe how convertible securities are incorporated in the calculation of EPS. (*p. 1159*)

**LO 19-10**  Determine whether potential common shares are antidilutive. (*p. 1162*)

**LO 19-11**  Determine the three components of the proceeds used in the treasury stock method. (*p. 1166*)

**LO 19-12**  Explain the way contingently issuable shares are incorporated in the calculation of EPS. (*p. 1168*)

**LO 19-13**  Describe the way EPS information should be reported in an income statement. (*p. 1170*)

**LO 19-14**  Discuss the primary differences between U.S. GAAP and IFRS with respect to accounting for share-based compensation and earnings per share. (*pp. 1148, 1152, and 1172*)

**Week 14 – Accounting Changes and Error Corrections**

**Readings**

- Chapter 20
- Review Chapter 20 related material at the textbook website: [http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter20/](http://highered.mcgrawhill.com/sites/007802532x/student_view0/chapter20/)
- Review all Week 14 resources in the Content area.
Key Concepts

LO 20-1 Differentiate among the three types of accounting changes and distinguish between the retrospective and prospective approaches to accounting for and reporting accounting changes. (p. 1208)

LO 20-2 Describe how changes in accounting principle typically are reported. (p. 1210)

LO 20-3 Explain how and why some changes in accounting principle are reported prospectively. (p. 1214)

LO 20-4 Explain how and why changes in estimates are reported prospectively. (p. 1216)

LO 20-5 Describe the situations that constitute a change in reporting entity. (p. 1219)

LO 20-6 Understand and apply the four-step process of correcting and reporting errors, regardless of the type of error or the timing of its discovery. (p. 1222)

LO 20-7 Discuss the primary differences between U.S. GAAP and IFRS with respect to accounting changes and error corrections. (pp. 1215, 1222, and 1229)

Week 15 – Final Cumulative Exam – Chapters 11 to 20

Statement of College Policy on Grade of INC (Incomplete):

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

If a faculty member decides to give an Incomplete Grade, he or she completes an Incomplete Grade drop-down form that will appear on the grading screen when the faculty member assigns the INC grade online. The faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose.

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the Incomplete Grade automatically becomes the grade of “FIN” at the end of that semester.

This policy does not apply to laboratory and studio courses nor for internship courses for which neither the professor nor the department can reasonably accommodate a student’s missed lab or studio or internship work as described herein. The academic departments which offer such courses shall develop departmental policy for consideration by the College Council.

Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.”


College Policy on Extra Work During the Semester:
“Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.” See page 26 of John Jay College of Criminal Justice Undergraduate Bulletin, 2013 – 1014.

Accommodations for persons with disabilities:

The instructor wishes to provide accommodations for students with disabilities. Please make your needs known by contacting the instructor and the Office of Accessibility Services (OAS), which is located in Room L.66.00 of the New Building and can be reached at 212-237-8031. Sufficient notice is needed in order to make accommodations possible. “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.” See Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

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

New Course Proposal Form

Date Submitted February 17, 2015

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

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

b. Name and contact information of proposer(s):
   Jason Rauceo
   jrauceo@jjay.cuny.edu
   Office. 646.557.4893
   Room. 05.61.07 NB

2. a. Title of the course Microbiology Laboratory

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

   c. Level of this course
      100 Level
      **200 Level**
      300 Level
      400 Level

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

Microbiology lies at the intersection of classic and modern biological theory. Topics covered in upper-level (300 and 400 level) courses such as molecular biology, genetics and biochemistry require an understanding of microbiological principles. General Biology I and II (Bio103 and Bio104) along with one semester of General Chemistry I (Che103) are prerequisites, because they equip students with the fundamental principles of molecular and organismal structure and function. This course directly compliments the microbiology lecture (Bio 211), which contains the same prerequisites and explores prokaryotic cell structure and function in greater detail. Students pursuing the Cell and Molecular Biology (CMB) major or the biology minor can take this course as an elective in their second year. Forensic Science majors can also take this course. Laboratory exercises will cover classical microbiological techniques as well as cutting-edge practices.

Content, coursework (reading assignments and laboratory exercises), and assessments (examinations, in-class quizzes, and
laboratory reports) will be designed at the 200-level, expecting students to not only provide knowledge/content, but also analysis, interpretation, and problem solving.

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

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

According to the U.S. Department of Commerce (2011), the number of jobs in the STEM (Science, Engineering, Technology and Mathematics) fields will increase by 17% to 2018. John Jay College has taken crucial steps in expanding science research and course offerings to prepare students for research and technical positions in medicine, government, and industry. Over the past five years, there have been significant increases in the number of full-time science faculty hired, science courses offered, undergraduate students participating in faculty-sponsored research, and undergraduate science majors entering graduate programs in the medical and professional schools.

The College recently approved the Cell and Molecular Biology (CMB) major, which will begin in the fall 2015 semester. The addition of the CMB major contributes to the Colleges strategic plan of expanding liberal arts and sciences offerings. This course is a vital component of the CMB major, and it will compliment the microbiology lecture where enrollment has steadily increased. Microbiology laboratory will strengthen student’s understanding of biological dogma and introduce research practices that will be reinforced in upper-level biological laboratory classes such as biochemistry, molecular biology, and independent student research. Moreover, this course serves as essential preparation for the MCAT, DAT, PCAT, VCAT, Biology GRE, and other standardized graduate assessment examinations.

Facilities to perform benchtop exercises and laboratory preparatory exercises have been reserved for this course. The Science department will purchase instrumentation and supplies necessary for classwork.

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

This course will provide students with hands-on experience in classical and modern microbiological techniques. General laboratory exercises include: sterile culturing and enumeration of microbes, analysis of environmental and metabolic requirements for microbial growth, and microscopy. Molecular microbiological techniques such as DNA extraction and analysis will be used in microbial identification exercises. Basic computational tools will be used to identify microbes and understand evolutionary relatedness shared between different organisms. Special discussion topics will address the ethics of creating genetically modified microorganisms for medical and industrial applications. Protective eyewear and a laboratory coat are required.

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
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):

   Prerequisites: ENG 101, and Che103 (or Che101 + Che102)
   Prerequisite or co-requisite: Bio211 (Microbiology lecture)

6. Number of:
   a. Class hours _0_
   b. Lab hours _4_
   c. Credits _2_

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

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

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

   PLEASE NOTE THAT THIS COURSE WILL USE BENIGN, NON-HAZARDOUS MICROBES IN ALL EXPERIMENTS.

   - **Microbial Life Cycles (Labs 1-4).**
     o Students will obtain knowledge of microbial life cycles by investigating the environmental determinants of prokaryotic growth and reproduction.
     o Students will learn practical microbiological skills for the handling, use, and disposal of microbes in a safe and environmentally responsible manner.
     o Students will demonstrate competent skills in microscopy, aseptic and sterile techniques, and enumeration of microbes.
     o Students will develop critical thinking and quantitative analytical skills through reports, quizzes, exams, and class discussions.

   - **Role of Microorganisms in Biotechnological Applications (Labs 7 -14).**
     o Students will learn cutting-edge techniques used in the identification of microbes.
o Students will demonstrate competence in microbial isolation and handling, preparation of cellular extracts, and macromolecular purification and analysis.

o Students will understand how to utilize scientific databases to solve molecular microbiological problems.

o Students will learn how molecular microbiological applications are used to address contemporary world problems in agriculture, health, and technology.

o Students will address ethical concerns regarding the use of microbes in genetic engineering.

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

_____ No  XXX Yes

It will be a elective course in the Forensic Science major, Cell and Molecular Biology major, and the minor in Biology.

10a. Will this course be part of JJ’s general education program?

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

11. How will you assess student learning?

Learning will be assessed by examinations, in-class quizzes, classroom discussions, and laboratory reports.

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

Yes  No XXX

The laboratory manual will be prepared by the instructor and distributed (Blackboard, in class) to students.

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

➢ The library catalog, CUNY+

➢ EBSCOhost Academic Search Complete

➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)

➢ LexisNexis Universe
13. **Syllabus**

Attach a sample syllabus for this course, based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/ModelSyllabus.pdf](http://www.jjay.cuny.edu/ModelSyllabus.pdf) - See syllabus template available in the Faculty eHandbook at: [http://resources.jjay.cuny.edu/ehandbook/planning.php](http://resources.jjay.cuny.edu/ehandbook/planning.php)

14. Date of **Department curriculum committee** approval **February 10, 2015**

15. **Faculty** - Who will be assigned to teach this course? **Jason Rauceo**

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
   - XXX No
   - ____ Yes.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
   - XXX Not applicable
   - ____ No
   - ____ Yes. If yes, give a short summary of the consultation process and results.

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

19. Approvals:

Dr. Lawrence Kobilinsky  
Name of Chair giving approval, Proposer’s Department
BIO 212– Microbiology Laboratory: Fall 2015

Instructor: Dr. Jason Rauceo Ph.D
Office: 05.61.07-NB
Phone: (646) -557-4893
Email: jrauceo@jjay.cuny.edu
Office hours: Tuesdays at community hour (1:40pm -2:40pm) and by appointment

Course description: This course will provide students with hands-on experience in classical and modern microbiological techniques. General laboratory exercises include: sterile culturing and enumeration of microbes, analysis of environmental and metabolic requirements for microbial growth, and microscopy. Molecular microbiological techniques such as DNA extraction and analysis will be used in microbial identification exercises. Basic computational tools will be used to identify microbes and understand evolutionary relatedness shared between different organisms. Special discussion topics will address the ethics of creating genetically modified microorganisms for medical and industrial applications. Protective eyewear and a laboratory coat are required.

PLEASE NOTE THAT THIS COURSE WILL USE BENIGN, NON-HAZARDOUS MICROBES IN ALL EXPERIMENTS.

- **Microbial Life Cycles (Labs 1-4).**
  - Students will obtain knowledge of microbial life cycles by investigating the environmental determinants of prokaryotic growth and reproduction.
  - Students will learn practical microbiological skills for the handling, use, and disposal of microbes in a safe and environmentally responsible manner.
  - Students will demonstrate competent skills in microscopy, aseptic and sterile techniques, and enumeration of microbes.
  - Students will develop critical thinking and quantitative analytical skills through reports, quizzes, exams, and class discussions.

- **Role of Microorganisms in Biotechnological Applications (Labs 7 -14).**
  - Students will learn cutting-edge techniques used in the identification of microbes.
  - Students will demonstrate competence in microbial isolation and handling, preparation of cellular extracts, and macromolecular purification and analysis.
  - Students will understand how to utilize scientific databases to solve molecular microbiological problems.
  - Students will learn how molecular microbiological applications are used to address contemporary world problems in agriculture, health, and technology.
  - Students will address ethical concerns regarding the use of microbes in genetic engineering.
Grading: Grades are derived from exams, in-class quizzes, lab reports, and lab practice for a total of 100 points.

- **EXAMS (55 points):** Two weighted practical exams will be given. Make-up exams will not be given. (Exception: a documented medical or family crisis may result in being excused from an exam, but this will only be allowed ONCE. Further missed exams will count as a zero, regardless of reason.)

- **LAB REPORTS (30 Points):** Three (3) laboratory reports are required. Reports must be submitted via the turnitin web portal. Late reports will not be accepted. If you do not submit a report and do not have a valid written excuse, you will receive a score of zero (0).

- **QUIZZES AND LAB PRACTICE (15 Points total):** Throughout the semester several in-class quizzes will be given at the beginning of class. Quizzes will be based on material previously covered or scheduled to be covered on the day of the quiz. Make up quizzes will not be given for lateness or absence unless a valid excuse is given. Your lab practice skills (safety awareness, handling of equipment and reagents, and preparedness) will also be evaluated. It is your responsibility to adhere to safety protocols and correctly utilize the tools of the laboratory.

- **ATTENDANCE AND PARTICIPATION:** You are required to attend and participate in class discussion groups. An attendance sheet will be circulated during class. It is your responsibility to sign the sheet during class. You will not be permitted to sign the attendance sheet after the class has been dismissed. More than two (2) unexcused absences are considered excessive and you will receive a grade of “F”.

**Course Literature:**


The laboratory manual will be distributed to students.

**Blackboard:** It is your responsibility to check Blackboard for information regarding the course. The syllabus, (Course Documents section in Blackboard) and other pertinent material will be posted on Blackboard.

**Resources:** Students have access to the computers in the Science/Mathematics Learning Center (Rm. 4300 N), Academic Computing and the Library. The library resources for this course are extensive and include general periodicals such as CQ Researcher, EBSCOhost Academic Search Premier, EBSCOHost Master FILE Premier, and science/forensic science holdings such as General Science Abstracts, InfoTrac Health Reference Center Academic, Science Direct, ACS Journals, PubMed, and the Forensic Bibliographic Database.

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

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

**Class Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Class Exercise</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Date</td>
<td>1. Course overview, Microbiological Techniques Chapters 1 &amp; 3.1-3.3</td>
<td>(Quiz 1)</td>
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<tr>
<td></td>
<td>Course policies and the syllabus will be covered in detail. An introduction &amp; survey of the microbial world and microscopy will be given. Class exercises will cover aseptic technique, plate streaking, and bright field microscopy.</td>
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<tr>
<td>Day Date</td>
<td>2. Visualization of Microbes Chapter 2</td>
<td>(Quiz 2)</td>
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<td></td>
<td>Various techniques used to visually identify microbes with light microscopy and preparing bacterial cultures will be explored. Class exercises will cover gram staining, pipettor usage, and serial dilutions.</td>
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<tr>
<td>Day Date</td>
<td>3. Dynamics of Prokaryotic Growth Chapter 5.1 – 5.12</td>
<td>(Quiz 3)</td>
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<td></td>
<td>The nutritional requirements for bacterial growth and the techniques used to examine growth rates will be studied. Class exercises will cover photometry, hemocytometer usage, and quantitative analysis of growth.</td>
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<tr>
<td>Day Date</td>
<td>4. Biochemical &amp; Cytological Identification of Microbes Chapters 2 &amp;12.9</td>
<td>(Quiz 4)</td>
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<td>The biochemical characteristics for bacterial growth will be investigated. We will also survey cytological dyes and stains used in microbe identification. Class exercises will utilize a biochemical kit, plating onto differential media, and fluorescence microscopy.</td>
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<tr>
<td>Day Date</td>
<td>5. Antibiotic Testing Chapter 27</td>
<td>(Quiz 5)</td>
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<td>The various compounds and mechanisms of action associated with antibacterial drugs will be discussed. Class exercises will cover serial dilutions, plate spreading, and application of a common antibiotic to a population of bacteria. We will review material for the midterm exam.</td>
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</tr>
<tr>
<td>Day Date</td>
<td>6. Midterm Exam</td>
<td></td>
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</tbody>
</table>

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
In this experimental series, we will validate the presence of bacterial strains that are commonly advertised in probiotic foods. We will discuss the molecular mechanisms used in bacterial identification and the computational tools used for analysis. Class exercises will focus on bacterial isolation from food sources.

The basic molecular mechanisms and techniques underlying DNA extraction and amplification will be discussed. Class exercises will focus on DNA extraction and amplification.

Class exercises will focus on DNA gel electrophoresis and DNA sequencing.

Class discussions will survey the biological databases used in research. Computational tools (DNA subway/BLAST) will be used to assess DNA sequencing results.

In this experimental series, the methods and techniques used to control bacterial growth will be discussed. Identification studies will determine the bacterial species commonly found on hands. Class exercises will include testing the efficacy of campus hand sanitizers via plating techniques.

DNA from bacterial samples collected from hands will be purified.

Extracted DNA samples will be resolved via gel electrophoresis. Samples for DNA sequencing analysis will be prepared.

We will assess our DNA sequencing results via computational tools and review material for the final exam.

Class exercises will focus on DNA gel electrophoresis and DNA sequencing.

Class discussions will survey the biological databases used in research. Computational tools (DNA subway/BLAST) will be used to assess DNA sequencing results.

In this experimental series, the methods and techniques used to control bacterial growth will be discussed. Identification studies will determine the bacterial species commonly found on hands. Class exercises will include testing the efficacy of campus hand sanitizers via plating techniques.

DNA from bacterial samples collected from hands will be purified.

Extracted DNA samples will be resolved via gel electrophoresis. Samples for DNA sequencing analysis will be prepared.
New Course Proposal Form

Date Submitted__February 18, 2015

1. a. **Department(s) or program(s)** proposing this course: Mathematics and Computer Science

   b. **Name** and contact information of proposer(s): Spiros Bakiras

   Email address(es): sbakiras@jjay.cuny.edu
   Phone number(s): (212) 484-1181

2. a. **Title of the course**: Capstone Experience in Digital Forensics/Cybersecurity II

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

   c. **Level** of this course  ____100 Level  ____200 Level  ____300 Level  ____x__400 Level

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

   This course exposes students to knowledge that is technically demanding. Secure coding techniques and shell code writing require students to have a deep knowledge of operating systems and how they interact with the underlying computer hardware. Furthermore, penetration testing and network attacks necessitate a thorough understanding of low level networking protocols. Finally, the term project requires competence in programming. For these reasons, we believe that the course should be offered at the 400 level.

   d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): CSCI 4XX (401)

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

   This course will serve as the second part of the capstone experience in digital forensics and cybersecurity. Based on the knowledge gained in the first capstone course (CSCI 400), students will be guided by the instructor through a series of advanced research/development projects, involving digital forensics and cybersecurity. The purpose of this is to provide students with a hands-on experience based on the theoretical knowledge they have acquired from other security-oriented courses in our
Computer Science and Information Security major. This hands-on experience is of great importance in the job market for cybersecurity professionals.

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

The course will cover advanced network and host security concepts and mechanisms. In addition to treating subjects in theory, the course include projects that provide extensive hands-on experience assessing vulnerabilities, writing real working exploits for existing systems in a closed and controlled environment, and developing countermeasures to both perceived and real threats. The class will involve a fair amount of programming. Those who take the class are expected to be able to program in C/C++, have a solid knowledge of assembly and scripting languages, and be familiar with network basics as well as modern operating systems (Windows, MacOS, Unix).

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

   ENG 201, CSCI 400 (or MAT 400)

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

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

   ___x__ No  _____ Yes. If yes, then please provide:

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

   Students will:

   Course Learning Outcome #1: Write code that is secure against well-known software vulnerabilities. (Course learning outcome #1 is directly related to the program learning objective #2 of the Computer Science and Information Security major – use and critically evaluate the variety of practical/hands-on research approaches that are relevant to Computer Science.)

   Course Learning Outcome #2: Use fuzzing techniques to discover vulnerabilities in undocumented third-party software. (Course learning outcome #2 is directly related to
the program learning objective #1 of the Computer Science and Information Security major – use and critically evaluate the variety of theoretical approaches that are relevant to Computer Science.)

Course Learning Outcome #3: Apply penetration testing techniques to discover vulnerabilities in an organization’s network infrastructure. (Course learning outcome #3 is directly related to the program learning objective #3 of the Computer Science and Information Security major – analyze the quality of the programs in Computer Science and Information Security to enable graduates to be successful in the highly competitive high technology industries and graduate schools.)

Course Learning Outcome #4: Understand how exploits compromise a host machine, and how to analyze and reverse engineer real world exploits. (Course learning outcome #4 is directly related to the program learning objective #2 of the Computer Science and Information Security major – use and critically evaluate the variety of practical/hands-on research approaches that are relevant to Computer Science.)

Course Learning Outcome #5: Understand the ethical and legal issues that arise in ethical hacking and vulnerability disclosure. (Course learning outcome #5 is directly related to program learning objective number #5 of the Computer Science and Information Security major – understand the ethical and legal requirements computer professional encounter as developers of systems and as care takers of sensitive data.)

9. Will this course be part of any major(s), minor(s) or program(s)?
   _____No _____x___Yes
   If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

   Computer Science and Information Security major, Required Capstone course – replacing CSCI 404

10a. Will this course be part of JJ’s general education program?
   No _____x__ Yes _____ If yes, please indicate the area:

11. How will you assess student learning?
   The student learning will be assessed through homework assignments, in-class quizzes, and a term-project. Each assignment addresses a specific set of concepts introduced by the instructor, and students must demonstrate engagement with course materials framing their solutions. These assignments, therefore, develop the students’ creative design, analytical, and critical thinking skills.
12. Did you meet with a librarian to discuss library resources for the course?
   Yes____   No__x__
   • If yes, please state the librarian’s name____________________________
   • Are there adequate resources in the library to support students’ work in the course
     Yes__x____   No________
   • Will your students be expected to use any of the following library resources? Check all that apply.
     ➢ The library catalog, CUNY+ _____
     ➢ EBSCOhost Academic Search Complete _____
     ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____
     ➢ LexisNexis Universe _____
     ➢ Criminal Justice Abstracts _____

13. Syllabus – see attached

14. Date of Department curriculum committee approval: February 1, 2015

15. Faculty - Who will be assigned to teach this course?

   Qualified full-time department faculty, include: Dietrich, Bakiras, Ji, Khan, Kim, Ahmad, and others.

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?
   __x__No
   _____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

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

19. Approvals: Douglas Salane, Chair, Mathematics & Computer Science
Sample Syllabus for CSCI 401 (Capstone Experience in Digital Forensics/Cybersecurity II)

Syllabus Content:

College name and address:
John Jay College of Criminal Justice, 524 West 59th Street, New York, NY 10019

Course title and section:
Capstone Experience in Digital Forensics/Cybersecurity II

Professor’s name

Office location

Contact hours:

Phone

E-mail address

Course description
The class will cover advanced network and host security concepts and mechanisms. The class will cover the subjects in theory and provide the students with an extensive hands-on experience: assessing vulnerabilities, writing real working exploits for existing systems in a closed and controlled environment, and developing countermeasures to these perceived and real threats, also in the form of projects. The class will involve a fair amount of programming. Those who take the class are expected to be able to program in C/C++, have some a solid knowledge of assembly language, and be familiar with network basics and programming, as well as modern operating systems (Windows, MacOS, Unix).

Learning outcomes
The successful student will be able to do the following at the end of the course:

1. Write code that is secure against well-known software vulnerabilities.
2. Use fuzzing techniques to discover vulnerabilities in undocumented third-party software.
3. Apply penetration testing techniques to discover vulnerabilities in an organization’s network infrastructure.
4. Understand how exploits compromise a host machine, and how to analyze and reverse engineer real world exploits.
5. Understand the ethical and legal issues that arise in ethical hacking and vulnerability disclosure.

Course pre-requisites or co-requisites
Prerequisite(s): ENG 201, CSCI 400 (or MAT 400)

Requirements / course policies

- **Attendance:** Students are expected to attend and participate in all classes. Attendance is taken at the beginning of each class. Please notify the instructor in advance of any anticipated absence whenever possible. Class participation will be considered in your final grade.

- **Grading policy:** Homework and final project should be finished and turned in on time. Late homework will cause a 10-percent deduction on your grade for each late day.

- **Academic honesty:** Discussions on course materials, homework questions and programming projects are encouraged. It is permissible to get help on debugging and to make use of public accessible programming libraries for your programming assignments. However, you should NOT ask any other person to write code for you. On your project report, you should specify from whom you received help and cite the references and software used. All homework solutions, code and report for programming projects should be finished individually.

Required Text


Reference Text


Other Recommended Resources

- CERT Secure Coding Standards (https://www.securecoding.cert.org/confluence/display/seccode/CERT+Coding+Standards).

Grading

Grades:

- Quizzes (unannounced): 30%
- Homework/Class work: 20%
- Midterm project: 20%
- Final project: 30%

Course calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics Covered</th>
<th>Reading(s)</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and review. Computer security basics. Attack and defense basics. Protocols. Setting ethical boundaries, professional codes of conduct and moral responsibilities.</td>
<td>Pfleeger Ch 1-2 Mirkovic Ch 1-4 Tavani, Ch 4</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Secure coding techniques I. Worrying about buffer overflow, stacks, and arbitrary memory writes.</td>
<td>Seacord Ch 1-4 Erickson Ch 0x200-0x300</td>
<td>Midterm and final project ideas due</td>
</tr>
<tr>
<td>Week 3</td>
<td>Secure coding techniques II. Format abuses, race conditions, TOCTOU.</td>
<td>Seacord Ch 5-7 Online chapters at <a href="http://oli.web.cmu.edu">http://oli.web.cmu.edu</a> Erickson Ch 0x300</td>
<td>Midterm project proposals due</td>
</tr>
<tr>
<td>Week 4</td>
<td>Vulnerability discovery. Fuzzing techniques for finding security flaws in protocols and program input. White-box vs. evolutionary fuzzing.</td>
<td>Paper 1 Anley Part 3</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Penetration testing. Limits of network discovery.</td>
<td>Erickson Ch 0x400</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Writing exploits and shellcodes. Encapsulating the payloads. Programmer responsibilities, legal and moral</td>
<td>Erickson Ch 0x500 ACM Software</td>
<td>Paper on ACM reading</td>
</tr>
</tbody>
</table>
College wide policies for undergraduate courses (see the Undergraduate Bulletin, Chapter IV Academic Standards)

A. Incomplete Grade Policy

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

B. Extra Work During the Semester

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that the student must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

C. Americans with Disabilities Act (ADA) Policies

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Content</th>
<th>Reading Material</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 7</td>
<td>Midterm project presentations.</td>
<td>Engineering Code of Ethics</td>
<td>Midterm project due. Final project proposal due</td>
</tr>
<tr>
<td>Week 8</td>
<td>More exploits. Countermeasures. Reversing exploits and protectors/packers. Rootkits for OS and execution environments.</td>
<td>Erickson Ch 0x600</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Attacking the infrastructure: routing, DNS, etc.</td>
<td>Anley Part 4</td>
<td>A</td>
</tr>
<tr>
<td>Week 10</td>
<td>Countering the infrastructure threat.</td>
<td>Mirkovic Ch 6-7</td>
<td>Project updates</td>
</tr>
<tr>
<td>Week 11</td>
<td>Ethical hacking: what are the limits, revisited. Malware herding: think globally.</td>
<td>Erickson Ch 0x700</td>
<td>Advanced persistent threats</td>
</tr>
<tr>
<td>Week 12</td>
<td>Cryptographic attacks on hosts and infrastructure.</td>
<td>Erickson Ch 0x700</td>
<td>Draft presentations/papers due. Download and run Remnux and Backtrack (BT) Linux. Look at the Yamas MITM tool for BT</td>
</tr>
<tr>
<td>Week 13</td>
<td>Attacking small devices (e.g., phones, handhelds).</td>
<td></td>
<td>Penetration testing assignment due</td>
</tr>
<tr>
<td>Week 14</td>
<td>Special topics (papers from a recent conference).</td>
<td>Recent papers from a relevant conference</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Final project presentations.</td>
<td></td>
<td>Final project due</td>
</tr>
</tbody>
</table>
“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

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

**Statement of the College Policy on Plagiarism**

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

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

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

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

Date Submitted ___ December 5, 2014

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

1. a. **Department(s) or program(s) proposing this course:** Department of Law and Police Science, Police Studies Major

   b. **Name** and contact information of proposer(s): Eric L. Piza

      Email address(es): epiza@jjay.cuny.edu
      Phone number(s): 212-393-6376

2. a. **Title of the course:** PSC 2xx Evidence-Based and Problem-Oriented Policing

   b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Evid-based & Prob-Orien Policg

   c. **Level** of this course  ____100 Level  ____X 200 Level  ____300 Level  ____400 Level

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

   This course directly builds upon the foundation offered in the PSC 101: Introduction to Policing Course. Specifically, this course demonstrates how the natural evolution of policing, from an incident-based, reactive enterprise to a proactive practice, culminated in the contemporary practices of Evidence-Based Policing and Problem-Oriented Policing. In this course, students will be exposed the theoretical foundations, core elements, practical applications, record of success, and recent criticisms of both Evidence-Based Policing and Problem-Oriented Policing. Students will be taught these issues through a combination of examinations and hands-on assignments that promote critical thinking and the application of course content to real-world issue. This will prepare students for the upper level (300 & 400) courses in the PSC major.

   d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): PSC
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

Over recent years, a great deal of attention has been paid to move police agencies away from the reactive "professional model" of policing towards more proactive approaches, specifically Evidence-Based Policing and Problem-Oriented Policing. Calls for more Evidence-Based and Problem-Oriented police strategies have come from a wide spectrum of stakeholders, including police leaders, police scholars, federal funding agencies, and political bodies. While it would be inaccurate to say that Evidence-Based Policing or Problem-Oriented Policing are incorporated into the mission of every American Police department, the popularity of these approaches is rapidly increasing. Therefore, PSC students would greatly benefit from exposure to these issues in a classroom setting.

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 offers an examination of the law enforcement approaches known as Evidence-Based Policing and Problem-Oriented Policing. Evidence-based policing (EBP) advocates for the systematic analysis of "what works" in promoting public safety and for policy to be stringently based on scientific evidence. Problem-oriented policing (POP) stresses the in-depth analysis of micro-level problems, and the development of strategies that directly address these root problems and is key in the prevention of crime. The rise of EBP and POP represent a contemporary re-focusing of the police mission whereas law enforcement had traditionally been an incident-based, reactive enterprise. This class offers and in-depth examination of these issues, including the theoretical foundations, core elements, practical applications, record of success, and recent criticisms of both Evidence-Based Policing and Problem-Oriented Policing.

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

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

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

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

Students will:
- Understand the theoretical principles and evolution of Evidence-Based Policing and Problem-Oriented Policing
- Understand the S.A.R.A. model of Problem-Oriented Policing and apply it to public safety issues
- Understand the Maryland Scientific Scale used by Evidence-Based Policing and effectively assess the methodological rigor of individual evaluations according to these principles
- Demonstrate the ability to think critically about course content and apply lessons to real-word situations
- Analyze how well existing programs adhere to the principles of Problem-Oriented Policing
- Understand the common critiques and limitations of Evidence-Based Policing and Problem-Oriented Policing

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

____ No   ___X__ Yes

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

This course will be an elective in all three concentrations in the Police Studies major. I will also be an elective in the CJBS major, Part IV Distribution areas: Police

10a. Will this course be part of JJ’s **general education program**?

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

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

Student learning will be assessed across four different assignments: two exams, the completion of an interactive Problem-Oriented Policing Exercise (designed by the Center for Problem-Oriented Policing), and a final term paper.

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

Yes____   No___X__
• If yes, please state the librarian’s name_____________________________________
• Are there adequate resources in the library to support students’ work in the course
  Yes___X____ No________
• Will your students be expected to use any of the following library resources? Check
  all that apply.
  ➢ The library catalog, CUNY+ _____  ➢ PsycINFO _____
  ➢ EBSCOhost Academic Search Complete ___X__  ➢ Sociological Abstracts _____
  ➢ JSTOR ___X__  ➢ SCOPUS _____
  ➢ Electronic encyclopedia  ➢ Other (please name)
  collections (e.g. from Gale; Sage;  ______________________________
  Oxford Uni Press) _____
  ➢ LexisNexis Universe _____
  ➢ Criminal Justice Abstracts ___X__

13. Syllabus – see attached

14. Date of Department curriculum committee approval ______December 1, 2015

15. Faculty - Who will be assigned to teach this course? Eric Piza and other qualified LPS
  faculty

16. Is this proposed course similar to or related to any course, major, or program offered by
  any other department(s)? How does this course differ?
  ___X__No
  ___Yes. If yes, what course(s), major(s), or program(s) is this course similar or
  related to? With whom did you meet? Provide a brief description.

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

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

19. Approvals:

Maki Haberfeld, Chair, Law, Police Science and Criminal Justice Administration

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
Course Information

Course Meeting Time:
Location:

Contact
Phone:
Email:
Office:
Office Hours:

Course Description:
This course offers an examination of the law enforcement approaches known as Evidence-Based Policing and Problem-Oriented Policing. Evidence-based policing (EBP) advocates for the systematic analysis of "what works" in promoting public safety and for policy to be stringently based on scientific evidence. Problem-oriented policing (POP) stresses the in-depth analysis of micro-level problems, and the development of strategies that directly address these root problems and is key in the prevention of crime. The rise of EBP and POP represent a contemporary re-focusing of the police mission whereas law enforcement had traditionally been an incident-based, reactive enterprise. This class offers an in-depth examination of these issues, including the theoretical foundations, core elements, practical applications, record of success, and recent criticisms of both Evidence-Based Policing and Problem-Oriented Policing.

Learning Outcomes:
- Understand the theoretical principles and evolution of Evidence-Based Policing and Problem-Oriented Policing
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- Demonstrate the ability to think critically about course content and apply lessons to real-world situations
- Analyze how well existing programs adhere to the principles of Problem-Oriented Policing
- Understand the common critiques and limitations of Evidence-Based Policing and Problem-Oriented Policing

Course Pre-Requisites/Co-Requisites:
PSC 101; ENG 101

Main Course Text:

Additional readings are assigned throughout the semester. Each of these readings are accessible via the John Jay Lloyd Sealy library's online journal databases and/or other publically accessible websites. For certain classes, both “primary” and “supplemental” readings are listed. Primary readings provide students with the foundation of the class lecture. Supplemental readings are mostly original research articles discussed briefly in class to provide more detailed information on the lecture topic.
Grading:
Midterm Exam  30%
Final Exam  30%
Interactive POP Exercise  15%
Goldstein Award Review Paper  25%
TOTAL  100%

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93.0 to 100.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90.0 to 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1 to 89.9</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83.0 to 87.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80.0 to 82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77.1 to 79.9</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73.0 to 77.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70.0 to 72.9</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67.1 to 69.9</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>63.0 to 67.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>60.0 to 62.9</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>below 60</td>
</tr>
</tbody>
</table>

Course Requirements and Policies

Exams:
Two exams will be given in this course. Exam dates are announced in the syllabus, however, the professor reserves the right to re-schedule exams according to the progress made in class. The exams will contain information from assigned readings, lecture materials, and class discussions. Since some students perform well on multiple choice questions and others on short answer questions, exams are designed part multiple choice and part short answer. This way everyone will be allowed a fair chance to demonstrate they understand the subject material.

***There are NO make-up exams without a documented, verifiable doctor’s excuse or emergency the day of the exam.***

Interactive Problem-Oriented Policing Exercise:

An in-depth, interactive class exercise will be conducted to provide students the opportunity to practice applying class lessons to real-world situations. The exercise is a Problem-Oriented Policing exercise utilizing the Center for Problem-Oriented Policing’s “Street Prostitution Interactive Module” (http://www.popcenter.org/learning/prostitution/intro/default.cfm). In this module, students are presented with a fictitious, but realistic, situation. Students have access to research-based findings on street prostitution and possible responses to the problem. Students will be tasked with reviewing the research findings in order to assemble the responses that are most likely to alleviate the problem. The exercise will culminate in a 7-10 page paper that discusses the problem at hand, the responses that the student believes will alleviate the problem, and the analytical evidence that the responses are based upon. Early in the semester, a class will be dedicated to reviewing the interactive module and demonstrating how to explore all of the information necessary for the completion of the assignment.

Goldstein Award Review Paper:

Each student will prepare a term paper that applies the course content to real-world public safety problems. For the paper, students will search the archives of the Harman Goldstein Awards on the Center for Problem-Oriented Policing website (http://www.popcenter.org/library/awards/goldstein.cfm?browse=year). Students will select three projects for a given award year: 1) an award winner; 2) an award finalist; 3) an award not selected as a winner or finalist. Students must compare and contrast the programs across each step of the S.A.R.A. process: Scanning, Analysis, Response, and Assessment. Students must articulate how well each project adhered the POP principles in each of the steps and to recommend how any shortcomings of the project could have been strengthened. Students must also discuss the research methodology of each project, identify the precise level of methodological quality, as per the Maryland Scientific Scale, and discuss steps
the authors could have taken to improve the methodological quality of each study. Papers must be 10 to 12 pages in length and must be prepared in APA style.

***Papers must be submitted to the professor by the specified due date. All papers must be submitted electronically; hard copies will not be accepted. Papers turned in late will have their grade deducted a full letter grade.***

**Attendance:**
Students will submit brief answers to attendance questions at the conclusion of each class to demonstrate their presence. If no answer is received from you, you will be marked absent for that day.

**Students are allotted 3 absences during the Semester. For every additional absence your overall grade will be deducted a half letter grade (ex: From an A to a B+). Students arriving more than 20 minutes late will be marked absent.***

**Blackboard/Instructor communication with students:**
Students are expected to maintain access to the Blackboard website and their John Jay email for updates, assignment postings, and class cancelations. The computer lab is available for students who are having difficulty accessing a working computer.

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**Course Schedule:**
*Note: the instructor reserves the right to change the schedule at any time.*

Class 1:
- **Syllabus Review, Course Overview, and Expectations**

Class 2:
- **The Failure of Traditional Policing Strategies**
  - **Primary reading(s):**

Class 3:
- **Police and the “Means-Over-Ends” Syndrome**
  - **Primary reading(s):**
      - Access: Lloyd Sealy Library journal databases.

Class 4:
- **Criminological Theory and the Traditional Focus on People: An Overview**
  - **Primary reading(s):**
      - Access: Lloyd Sealy Library journal databases.

Class 5:
- **Opportunity Theories of Crime: Shifting the Focus from People to Situations**
  - **Primary reading(s):**

Class 6:
B6

- **Change and Innovation in American Policing**
  - Primary reading(s):

Class 7:
- **The Basics of Problem-Oriented Policing**
  - Primary reading(s):

Class 8:
- **Overview of the Interactive Problem-Oriented Policing Exercise: Designing a Problem-Oriented Policing Response to a Street Prostitution Problem**
  - Street Prostitution Interactive Module: [http://www.popcenter.org/learning/prostitution/intro/default.cfm](http://www.popcenter.org/learning/prostitution/intro/default.cfm)

Class 9:
- **The S.A.R.A. Model**
  - Primary reading(s):

Class 10:
- **Crime Analysis & Problem Identification**
  - Primary reading(s):
    - Access: [http://www.cops.usdoj.gov/Publications/Problem_Analysis_in_Policing.pdf](http://www.cops.usdoj.gov/Publications/Problem_Analysis_in_Policing.pdf)

Class 11:
- **Researching Problems**
  - Primary reading(s):

Class 12:
- **Tailoring Responses to Problems:**
  - Primary reading(s):

Class 13:
- **POP and High-Crime Places**
  - Primary reading(s):
  - Supplemental reading(s):
    - Access: [http://www.policefoundation.org/content/place-based-policing](http://www.policefoundation.org/content/place-based-policing)

Class 14:

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
• **Displacement and Diffusion of Benefits**
  • Primary reading(s):
  • Supplemental reading(s):
      - Access: Lloyd Sealy Library journal databases.

Class 15:
• **POP and High-Activity Offenders**
  • Primary reading(s):
  • Supplemental reading(s):
      - Access: Lloyd Sealy Library journal databases.

Class 16:
• **POP and Related Responses: Situational Crime Prevention**
  • Interactive Problem-Oriented Policing Exercise Due
  • Primary reading(s):
  • Supplemental reading(s):

Class 17:
• **Criticisms of Problem-Oriented Policing**
  • Primary reading(s):

Class 18:
• **Mid-Term Exam Review**

Class 19:
• **Mid-Term Exam**

Class 20:
• **Evidence-Based Policing: An Introduction**
  • Primary reading(s):
      - Access: [http://www.policefoundation.org/content/evidence-based-policing](http://www.policefoundation.org/content/evidence-based-policing)

Class 21:
• **How Do We Know “What Works?” The Maryland Scientific Scale**
  • Primary reading(s):
  

Class 22:

- **Campbell Collaboration Systematic Reviews & Meta-Analyses**
- **Primary reading(s):**
- **Supplemental reading(s):**
  - Access: Lloyd Sealy Library journal databases.

Class 23:

- **Translating Evidence to Practice: Problems & Prospects**
- **Primary reading(s):**
  - Access: http://www.policefoundation.org/content/translating-police-research-practice
- **Supplemental reading(s):**
  - Access: Lloyd Sealy Library journal databases.

Class 24:

- **Criticisms of Evidence-Based Policing**
- **Primary reading(s):**
- **Supplemental reading(s):**
  - Access: Lloyd Sealy Library journal databases.

Class 25:

- **Expanded Definitions of “Evidence” in Policing**
- **Goldstein Award Review Paper Due**
- **Primary reading(s):**
  - Access: Lloyd Sealy Library journal databases.

Class 26:

- **Evidence-Based and Problem-Oriented Policing: Future Challenges and Prospects**
- **Primary reading(s):**
  - Access: Lloyd Sealy Library journal databases.
• **Supplemental reading(s):**
    - Access: Lloyd Sealy Library journal databases.
    - Access: Lloyd Sealy Library journal databases.

Class 27:
• **Final Exam Review**

Class 28:
• **Final Exam**

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**College wide policies for undergraduate courses**

(see the Undergraduate Bulletin: http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20112012.pdf)

A. **Incomplete Grade Policy**

An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete. The faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose. If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

B. **Extra Work During the Semester**

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual student

C. **Americans with Disabilities Act (ADA) Policies**

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Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct
quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (*John Jay College of Criminal Justice Undergraduate Bulletin*, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards)

**Plagiarism detection software.** Both Turnitin.com and Blackboard’s SafeAssign software will be used to detect instance of plagiarism in all course assignments.
New Course Proposal Form

Date Submitted: December 5, 2014

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

1. a. Department(s) or program(s) proposing this course: Department of Law and Police Science, Police Studies Major

b. Name and contact information of proposer(s): Jon M. Shane
   Email address(es): jshane@jjay.cuny.edu
   Phone number(s): 646-537-4428

2. a. Title of the course: Use of Force: Legal, Theoretical and Practical Implications

b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Policing: Use of Force

c. Level of this course: ___100 Level ___200 Level _X_ 300 Level ___400 Level

   Please provide a brief rationale for why the course is at the level:
   This course concentrates on and builds directly on the basic principles learned during introductory courses and requires a deeper appreciation for state-sanctioned use of authority and coercion. The expectations for knowledge, articulation and understanding are higher given the nature of the topic.

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

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

   Since the late 1960s, police use of force has been a central issue for democratic police forces across the world. Nowhere has the issue been more important than in America’s
inner cities that bear a disproportionate share of crime and disorder that often occasion police use of force. How, when, and why the police use force is informed by contextual factors that shape this part of American jurisprudence and the consequences and unintended outcomes are crucial for the stability of society, community cohesion and police legitimacy.

Because so many PSC students aspire to careers in law enforcement, and those who enter law enforcement may be promoted to positions of supervision and management, this course prepares them for the practical and policy challenges that await them in this critical area of policing.

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 offers a deep examination of police use of force and its implications for American police and the communities they serve from a current and historical context. Permissible limits of police use force are the subject of constant debate, interpretation and policy analysis. Topics include escalation, de-escalation and assessment period; problems arising between citizens and police resulting from use of force; social changes that impact police legitimacy; challenges and solutions for contemporary use of force; reasonableness; excessive force; proportionality and necessity.

5. Course Prerequisites or co-requisites (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): ENG 101; PSC 101; PSC 202

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

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

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

Students will:
1. **Describe from a historical and social perspective the police profession, its institutions and how they relate to each other.**
   a. Identify specific periods related to the origins of U.S. police and their development.
   b. Describe the origins and development of arming the American police.

2. **Understand the mechanisms, dynamics and situational context of the police and its diverse public.**
   b. Broadly review the Fourth Amendment for a basic interpretation as it relates to seizure subject to Constitutional constraints
   c. Examine the impact and aftermath of police use of force including criminal, civil and organizational sanctions, as well as legitimacy and community relations.
   d. Identify and discuss current events related to permissible use of force.

3. **Apply the theories related to the research, policy and practice of police organizations.**
   a. Understand the theory of government and police authority to use force.
   b. Examine a sample of contemporary police policies governing use of force for their salient features and deficiencies.

4. **Analyze the operations and administration of police organizations.**
   a. Operationalize legal concepts relating to use of force including necessity, proportionality, reasonableness and excessiveness, through substantive law, procedural law and agency policy.
   b. Understand the use of force continuum, constructive authority and the theory of escalation, de-escalation and assessment when using force and how the police agency controls an officer’s behavior when using force.

5. **Raise students’ awareness of the complexities and ethical dilemmas inherent in policing.**
   a. As a matter of ethics, understand the breadth and limitations of police discretion and decision-making when resorting to force.
   b. Apply and advance theoretical arguments in oral and written form through an in-depth examination of a current or controversial use of force episode.

6. **Demonstrate the ability to access, conduct, interpret and apply research in policing.**
   a. Access and interpret police research through the writing assignments in the course.
b. Use electronic databases to identify relevant literature related to a research topic.

c. Write a research paper that requires defining and exploring a use of force problem.

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

   _____ No   ___X__ Yes

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

   Required core course for the degree in Police Studies. Course in the Criminal Justice BS major, Part Three, Police – Distribution Area.

10a. Will this course be part of JJ’s general education program

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

11. How will you assess student learning?

   Student learning will be assessed across three equally-weighted (33.3%) assignments: research paper, mid-term exam, final exam.

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

   Yes_____ No__X_

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

   • Will your students be expected to use any of the following library resources? Check all that apply.
13. **Syllabus – see attached**

14. Date of Department curriculum committee approval: December 5, 2014

15. **Faculty** - Who will be assigned to teach this course? Jon Shane, Maki Haberfeld and other LPS faculty

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

   __X__ No
   ____ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

   __X__ Not applicable
   ____ No
   ____ Yes. If yes, give a short summary of the consultation process and results.

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

   __X__ No
   ____ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   Maria Haberfeld, Chair, Law, Police Science and Criminal Justice Administration
Course Overview

This course offers a deep examination of police use of force and its implications for American police and the communities they serve from a current and historical context. When, how and the permissible limits police of police use force are the subject of constant debate, interpretation and policy analysis. Nearly every riot in modern U.S. history can be traced to police use of force; yet, without the ability to use force when necessary society would be destabilized. When is use of force necessary? When is force “unreasonable”? When is force “excessive” and “disproportionate”? These and other guiding principles will be explored from the legal, political and practical aspects of applying force. Other topics that will be explored include the escalation, de-escalation and assessment period when using force; problems arising between citizens and police resulting from use of force; social changes that impact police legitimacy; challenges and solutions for contemporary use of force.

Learning Goals

This course meets the following learning goals expressed by the Department of Law, Police Science and Criminal Justice Administration as identified for the Bachelor of Science degree in Police Studies:

1. **Describe from a historical and social perspective the police profession, its institutions and how they relate to each other.**
   a. Identify specific periods related to the origins of U.S. police and their development.
   b. Describe the origins and development of arming the American police.

2. **Understand the mechanisms, dynamics and situational context of the police and its diverse public.**
   b. Broadly review the Fourth Amendment for a basic interpretation as it relates to seizure subject to Constitutional constraints
   c. Examine the impact and aftermath of police use of force including criminal, civil and organizational sanctions, as well as legitimacy and community relations.
   d. Identify and discuss current events related to permissible use of force.

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   a. As a matter of ethics, understand the breadth and limitations of police discretion and decision-making when resorting to force.
   b. Apply and advance theoretical arguments in oral and written form through an in-depth examination of a current or controversial use of force episode.

6. **Demonstrate the ability to access, conduct, interpret and apply research in policing.**
   a. Access and interpret police research through the writing assignments in the course.
   b. Use electronic databases to identify relevant literature related to a research topic.
I. Required Readings
A. Articles
   1. Supplements distributed in class.
   2. Internet-based articles.
B. All readings will be available:
   1. Via email
   2. On reserve at the library
   3. Uploaded to BlackBoard
C. All readings shall be downloaded or reviewed the prior week; students should be ready for
discussion the following week. Students shall bring the readings to class each week.
D. Your responsibility for the readings extends to all material on the syllabus, whether or not it is
covered in a lecture.
E. Students may be assigned specific readings and will initiate class discussion on the topic.

II. Exams and Assignments
A. Unscored written assignment. This short paper should be 3-5 pages that describes your personal
   experience with police use of force, if you have had one. This may include arrest, physical force
   or stop and frisk. If not, then describe your opinion about police use of force and support your
   opinion by citing relevant literature. This assignment is intended to strike a baseline, which will
give you more perspective on police use of force including gaps in theory, logic, law or policy.
B. Class Participation 10.0%
C. Research Paper 40.0%
D. Mid-term Exam 25.0%
E. Final Exam 25.0%
   SUBTOTAL 100%

III. Numerical Grades and Explanation

   Numerical Grade Explanation
   A. A  93-100   Excellent
   B. A-  90-92.9
   C. B+  87.1-89.9   Very Good
   D. B  83-87
   E. B-  80-82.9
   F. C+  77.1-79.9   Satisfactory
   G. C  73-77
   H. C-  70-72.9   Poor
   I. D+  67.1-69.9
   J. D  63.0-67.0
   K. D-  60.0-62.9
   L. F  Below 60   Failure
   M. There will not be any temporary/incomplete grades issued. All course requirements must be
      completed by the end of the semester. If all course requirements are not met, then a failing
      grade will be assigned.

IV. Prerequisite —PSC 101 and PSC 202.

V. Exams
A. All exams will be evidence-based, that is, the material comes exactly from a documented source
   (i.e., the required texts, articles, handouts or lecture notes) with a single correct answer. This will
   remove differences in interpretation and source.
B. All exams cover the assigned readings and lectures prior to the exam date. The final exam is not
   cumulative and will cover the material from the mid-term exam forward.
C. There are NO make-up exams without a documented, verifiable medical excusal or emergency excusal on the day of the exam. You must meet with me prior to the exam to explain your absence and present verifiable documentation upon return. Your documentation will be your “ticket” to admittance for the make-up exam.

D. Make up exams will be different from the original exam.

E. You may not leave the room during the exams. Tend to all you needs prior to the beginning of the exam.

VI. Attendance
A. Since exam material is heavily dependent on class lectures, students are expected to attend every class.

B. An attendance sheet will be distributed each class. It is your responsibility to sign the sheet next to your name. If your signature does not appear next to your name you will be marked absent. Please do not forget to sign the attendance roster since forgetfulness is not an acceptable excusal.

C. Three or more absences will result in a loss of one full letter grade without suitable documentation as described by University policy.

VII. Paper Topic and Leading Class Discussion
A. Paper Topic. Each student will prepare a research paper on a topic of your choice that must be preapproved by the instructor. The paper will be 12 to 15 pages and must be prepared in APA style.

B. Leading Class Discussion. Each session students must be prepared to lead class discussion of the reading materials for that session. Students will be selected at random to lead discussion. Students lead a discussion based on the material and the instructor’s prompts for questions and additional discussion. This is intended to compel participation, develop review material, demonstrate reading comprehension and organize the session.

VIII. General Classroom Conduct and Responsibilities
A. The teaching style will be the Socratic Method: teaching by asking instead of by telling. This means I will call upon specific students to answer questions. To avoid uncomfortable situations, please be prepared to participate in discussion. Your classmates and I will appreciate your attentiveness and participation.

B. Discussion is a key aspect of this course. Each of us has unique backgrounds, life experiences and opinions. Sharing these is invaluable to the classroom experience. Feel free to challenge the course material. If you have a different experience or completely disagree with a point someone else has made, please present to the contrary. Please disagree with me and your classmates. Express your opinions and experiences freely; just do so in a mature and intellectual manner. Your argument should be logically based.

C. There shall not be any argument by ad hominem. All discussions will be mature and free of personal bias, which includes being rude toward others. Please disagree respectfully when voicing your opinion, and be receptive to other people’s point of view. This is a very enriching part of learning.

D. Ask questions!! The only stupid questions are those that do not get asked! This is important to your overall academic experience as well as a process you should carry with you beyond the classroom.

E. You are responsible for all readings whether or not they are covered in the lectures. The readings serve as source materials for all exams.

F. Do not be late to class, it is disruptive and rude. Be punctual!

G. Do not disrupt others by talking, reading outside materials such as newspapers or magazines and generally not paying attention to the lecture.

H. Turn off all electronic devices, cell phones, pagers etc. that can be disruptive. Interruptions from cell phones are particularly annoying because of the ring tones. Such interruptions may result in you being asked to leave the classroom. If you are using a laptop computer to take notes, turn the volume off.
IX. Policies, Procedures and Academic Integrity

A. Cheating, plagiarism, fabrication, and all other violations of academic integrity will not be tolerated and will be reported to university officials for proper action. 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 you from responsibility for plagiarism. It is your 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 should consult me, although a good rule of thumb is “when in doubt, cite it.” The Library has free guides designed to help with problems of documentation (see John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards).

B. Please refer to your student book of conduct/ethics for further details.

C. Violating the University policy on academic integrity may result in disciplinary action ranging from Level 1 sanctions (least serious) to Level 4 sanctions (most serious).

D. ADA Procedures. Students requiring special consideration relating to a disability covered under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Acts (ADA) of 1990 should notify me at once.

X. Course Documents

A. The syllabus shall be obtained from Blackboard; no hard copies will be distributed.

B. All course readings will be available:
   1. Via email
   2. On reserve at the library
   3. Uploaded to BlackBoard
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Session</th>
<th>Assignments</th>
<th>Readings/Comments</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Syllabus</td>
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<td>Course expectations</td>
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<td></td>
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<td>Role of police</td>
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<tr>
<td>2</td>
<td></td>
<td>Philosophy of government</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Reasonableness standard and the reasonable man test</td>
<td><strong>Terrill, W., 2009, The elusive nature of reasonableness,</strong> Criminology &amp; Public Policy, 8(1):163-172.</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Understanding the Fourth Amendment: Basic interpretation</td>
<td>Analysis of the Fourth Amendment, U.S. Constitution</td>
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<td></td>
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<td>Use of force is a seizure subject to Constitutional constraints</td>
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<tr>
<td>4</td>
<td></td>
<td>Substantive law, procedural law and statutory interpretation governing police use of force</td>
<td><strong>NJ Title 2C (2C:3-7) Use of Force in Law Enforcement as an example of the Model Penal Code</strong></td>
</tr>
<tr>
<td></td>
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<td><strong>Terry v. Ohio,</strong> 392 U.S. 1 (1968)</td>
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<td><strong>Scott v. Harris,</strong> 000 US 05–1631 (2007)</td>
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1 This schedule is tentative and may be altered at any point during the semester without prior notice. Check for syllabus revisions each session at Blackboard.
<table>
<thead>
<tr>
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<th>Readings/Comments</th>
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<tbody>
<tr>
<td>4</td>
<td>7</td>
<td>Controlling discretion</td>
<td>A discussion of some common methods for controlling police discretion: 1) administrative rule making/policy; 2) substantive law; 3) procedural law. Examples of police policy.</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Police Accountability</td>
<td>Walker, S., 2007, Police Accountability: Current Issues and Research Needs, NCJ# 218583</td>
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</table>
### Course Schedule

<table>
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<tr>
<td></td>
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<td>Opportunities to Reinforce Police Legitimacy, Alternatives to Using Force and the Benefits of Peaceful Resolution</td>
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<td>Mid-term exam review</td>
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<tr>
<td>8</td>
<td>15</td>
<td>Mid-term exam</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Does race influence use of force decisions?</td>
<td>Jones-Brown, D., 2007, Forever the symbolic assailant: The more things change, the more they stay the same, Criminology &amp; Public Policy, 6(1):103-121.</td>
</tr>
<tr>
<td>Week</td>
<td>Session</td>
<td>Assignments</td>
<td>Readings/Comments</td>
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<td>Analyzing the Rodney King affair</td>
<td>Court TV video: What the Jury Saw in Powell v. CA.</td>
</tr>
<tr>
<td>11</td>
<td>20</td>
<td>When is force excessive: Would you know it if you saw it? (cont’d)</td>
<td>Court TV video: What the Jury Saw in Powell v. CA.</td>
</tr>
<tr>
<td>12</td>
<td>22</td>
<td>General overview of ethics and policing (cont’d)</td>
<td>A presentation and framework for ethical decisions</td>
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<td></td>
<td></td>
<td>Police use of force: An ethical primer</td>
<td>The National Decision Model: Association of Chief Police Officers, United Kingdom</td>
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<tr>
<td>25</td>
<td></td>
<td>Making better decisions</td>
<td>In-class exercises applying discretion and decision making against the decision model</td>
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<tr>
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<td>All papers due today</td>
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*Note: The table continues with additional entries for weeks 14 through 25.*
<table>
<thead>
<tr>
<th>Week</th>
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<tr>
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<td>The extent to which anomic conditions affect use of force decisions</td>
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<td>Police-Community relations following a police shooting</td>
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<tr>
<td>15</td>
<td>27</td>
<td>Final exam</td>
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</tr>
</tbody>
</table>
When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to killoran@jjay.cuny.edu.

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

b. Name and contact information of proposer(s) Sandra Swenson

   Email address(es) swenson@jjay.cuny.edu
   Phone number(s) 212.237.8820

2. a. Title of the course The Ecology of the Five Boroughs

b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Ecology of NYC

c. Level of this course 100 Level X 200 Level 300 Level 400 Level

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

This course is designed for non-science majors to introduce them to general concepts of ecology in the Scientific World category. It is required that students have taken a core science course prior to taking this course, as some basic knowledge of biology, chemistry and physics as well as laboratory skills are necessary. Students will be required to read and analyze handbooks on biodiversity, primary research documents, local government policy documents and selected chapters from their text. Students will be using instrumentation to collect pH, temperature, salinity, nitrate levels, dissolved oxygen and bacterial data on the river and creeks around Manhattan Island, Staten Island, and Long Island. They will use these data to assist them in performing a Habitat Assessment for an area of their choice. Students will write lab reports as well as a final comprehensive report to prepare them for their class presentation. The midterm and final will be essays where students will be expected to demonstrate their understanding of assessment, analysis of the most appropriate management options, and to illustrate profiles of key species and habitats of conservation concern.

d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): SCI
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

An urban ecology course is appropriate in keeping with John Jay College’s mission statement of Educating for Justice. Ecological awareness, based on the natural sciences, influences issues of justice in terms of policy, economics, arts, and culture. Students will learn about the important and fragile biodiversity of islands where salt and fresh water habitats, and the land surrounding them, are critical to the survival of many species of fish, birds, land animals, and plants. It has been said that most New Yorkers are not aware of the water surrounding their land or that the five boroughs have biological diversity. But despite the fact that nearly all of NYC has been built on or paved over, there is still a remarkable amount of wildlife and natural land processes to observe and to appreciate. It is estimated that by 2050, 70% of the world’s population will live in urban areas and it is valuable for all citizens to understand biodiversity and the worth of natural services in order to plan for future sustainable practices.

The purpose of this course is to present basic concepts in urban ecology in a way that is applicable to students’ everyday life. Ecology is a multidisciplinary field that incorporates aspects of biology, chemistry, physics, genetics and evolutionary processes, and may be expressed through the lens of justice issues such as economic and political policy as well as ethical and artistic values. This course will be a part of John Jay’s General Education program in the “Scientific World” category. Students will engage the big questions, both contemporary and enduring, and gain an understanding of the diversity of human experience and the physical and natural world in order to become well-educated citizens in a global society.

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 investigates the ecology of NYC and its boroughs. Students will discover the natural and man-made ecology of the five boroughs and the surrounding waterways by performing field studies at various locations. Students will be collecting pH, temperature, salinity, nitrate levels, dissolved oxygen and bacterial data on the river and creeks around Manhattan Island, Staten Island, and Long Island. Fieldwork is required. Students will use collected field data to assist them in performing a Habitat Assessment for an area of their choice: Upland Forest, Maritime Beach, Dune, Grassland and Shrubland, Freshwater Swamp or Meadow, Salt Marsh, Streams, etc.

   Note: Field trips will occur approximately every two - three weeks, and the class will determine the dates.

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have completed ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

Prerequisites are: SCI 110 or 112 or SCI 114 or NSC 107 or EXE 103 (or any STEM variant science course of at least 3 credits such as BIO 102, 103, 104, CHE 102, 103, 104).

6. **Number of:**
   a. Class hours  __1__
   b. Lab hours   __2__
   c. Credits    __3__

7. **Has this course been taught on an experimental basis?**
   
   ___X_ No  ____ Yes. If yes, then please provide:
   
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

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

   During this course of study, students will:
   
   1. Gather, interpret, and assess information from a variety of sources and points of view.
      
      ❖ Gather information from scientific websites, literature, newspapers, journals and handbooks as well as policy manuals to assess the five boroughs’ biodiversity and to present a plan for sustainability.
      ❖ Interpret and assess information by peer discussions, in-class discussions, Blackboard discussions, and specific projects such as case studies found in the Biodiversity Assessment Handbook for New York City. When possible, a NY Park Ranger will accompany students to offer additional information.
      ❖ Recognize and understand the difference between scientific (scholarly) and non-research based (popular) statements by reading both daily newspapers and scientific journals (e.g. the journal *Science*).
   
   2. Evaluate evidence and arguments critically or analytically
      
      ❖ Analyze evidence of an urban environment and its biodiversity potential based on habitats and the species the habitats are likely to support, including rare or endangered species. Using a variety of maps - topographic maps, geology maps, soils maps, aerial photographs, satellite imagery, and street maps – students will assess the significance and importance of a habitat. Other sources for analysis will be NY Park Service environmental documents, Museum of Natural History documents, and natural history and scientific literature.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
   
   - Students will complete laboratory reports on temperature, salinity, pH, turbidity, nitrate levels, dissolved oxygen and bacterial counts (supervised by the instructor) and what these data mean for the health of a river, creek, pond and surrounding habitats.

4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world.
   
   - During the field trips, students will walk a specific site (e.g. Central Park, Jamaica Bay, Staten Island, Hudson River Park, Inwood Hill Park, etc) with a Park Service guide when possible, to assess surface waters, soil exposure and characteristics, trees, shrubs, herbs, woody plants, lichen & mosses, human activity, anthropogenic features, fauna and general surroundings. After observing these characteristics, students will create a final report by interpreting what they saw and assess the habitats’ condition or quality.

5. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
   
   - After completing the analysis, students will develop a prioritization scheme by identifying areas where biodiversity may be at great risk, moderate risk, or little risk.

6. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.
   
   - Students will explore and identify management goals for a particular site (this may also include a small park or neglected recreational space in their neighborhood), develop a plan for how to accomplish these goals (see PlaNYC policy guidelines for sustainability), and extrapolate how conservation and sustainability practices may help to manage and/or restore a site in the future. The final report will have a specific structure and rubric for students to follow. A group of two students will present to the class.

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

   If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific) This course will be an elective in the Sustainability and Justice Minor.

10a. Will this course be part of JJ’s general education program?
   
   No _____  Yes __X___  If yes, please indicate the area:

   **Flexible Core:**

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

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
10b. Please explain why this course should be part of the selected area.

This course will require students to gather information from scientific websites, literature, newspapers, journals and handbooks as well as policy manuals to assess the five boroughs’ biodiversity and to present a plan for sustainability. Analyze evidence of an urban environment and its biodiversity potential based on habitats and the species the habitats are likely to support, including rare or endangered species. Using a variety of maps - topographic maps, geology maps, soils maps, aerial photographs, satellite imagery, and street maps – students will assess the significance and importance of a habitat. Other sources for analysis will be NY Park Service environmental documents, Museum of Natural History documents, and natural history and scientific literature. Students will describe scientific principles underlying matters of policy by exploring and identifying management goals for a particular site (this may also include a small park or neglected recreational space in their neighborhood), develop a plan for how to accomplish these goals (see PlaNYC policy guidelines for sustainability), and extrapolate how conservation and sustainability practices may help to manage and/or restore a site in the future. The final report will have a specific structure and rubric for students to follow.

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every semester</td>
<td></td>
</tr>
<tr>
<td>Fall semesters</td>
<td></td>
</tr>
<tr>
<td>Spring semesters</td>
<td></td>
</tr>
</tbody>
</table>

11. How will you assess student learning?

Students will write lab reports as well as a final comprehensive report, which they will present to the class. The midterm and final will be essays where students will be expected to demonstrate their understanding of biodiversity assessment, analysis of the most appropriate management options, and to illustrate profiles of key species and habitats of conservation concern. Weekly quizzes will be given via Blackboard.

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

Yes____X__  No____

- If yes, please state the librarian’s name: Ellen Sexton
- Are there adequate resources in the library to support students’ work in the course
  Yes____X__  No________

- Will your students be expected to use any of the following library resources? Check all that apply.
  - The library catalog, CUNY+ _x___
  - EBSCOhost Academic Search Complete _x___

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
13. Syllabus – see attached

14. Date of Department curriculum committee approval __Feb 10, 2015__________

15. Faculty - Who will be assigned to teach this course? ____Sandra Swenson___________

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

___X__No

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

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

___Not applicable

___No

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

Alexander Schlutz reviewed, edited and approved the syllabus as a course selection for the Sustainability & Justice minor at the College.

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

___X__No

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

19. Approvals:

Dr. Lawrence Kobelinsky
Chair, Sciences Department

___Alexander Schlutz_________________________________________________________
Sustainability and Environmental Justice Minor Coordinator

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>SCI 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>The Ecology of the Five Boroughs</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Sciences</td>
</tr>
<tr>
<td>Discipline</td>
<td>Ecology</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>Eng 101, SCI 110 or 112 or SCI 114, NSC 107 or EXE 103 (or any STEM variant science course of at least 3 credits such as Bio 102, 103, 104, CHE 102, 103, 104).</td>
</tr>
<tr>
<td>Co-requisites</td>
<td></td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course investigates the ecology of NYC and its boroughs. Students will discover the natural and man-made ecology of the five boroughs and the surrounding waterways by performing field studies at various locations. Students will be collecting pH, temperature, salinity, nitrate levels, dissolved oxygen and bacterial data on the river and creeks around Manhattan Island, Staten Island, and Long Island. Fieldwork is required. Students will use collected field data to assist them in performing a Habitat Assessment for an area of their choice: Upland Forest, Maritime Beach, Dune, Grassland and Shrubland, Freshwater Swamp or Meadow, Salt Marsh, Streams, etc. Field trip will occur approximately every two - three weeks, and the class will determine the dates.</td>
</tr>
<tr>
<td>Special Features</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

☐ current course  ☑ revision of current course  ☑ a new course being proposed

CUNY COMMON CORE Location

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

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

Learning Outcomes

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

A Flexible Core course must meet the three learning outcomes in the right column.

<table>
<thead>
<tr>
<th>Students will:</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather information from scientific websites, literature, newspapers, journals and handbooks as well as policy manuals to assess the five boroughs' biodiversity and to present a plan for sustainability. Interpret and assess information by peer discussions, in-class discussions, Blackboard discussions, and specific projects such as case studies found in the Biodiversity Assessment Handbook for New York City. When possible, a NY Park Ranger will accompany students to offer additional information. Weeks 4, 6, 8, 10, &amp; 13 Recognize and explain the difference between scientific (scholarly) and non-research based (popular) statements by reading both daily newspapers and scientific journals (e.g. the journal <em>Science</em>). Weeks 4, 5, &amp;12</td>
<td></td>
</tr>
<tr>
<td>Analyze evidence of an urban environment and its biodiversity potential based on habitats and the species the habitats are likely to support, including rare or endangered species. Using a variety of maps - topographic maps, geology maps, soils maps, aerial photographs, satellite imagery, and street maps – students will assess the significance and importance of a habitat. Other sources for analysis will be NY Park Service environmental documents, Museum of Natural History documents, and natural history and scientific literature. Weeks 2, 3, 4, 7</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students will complete laboratory reports on temperature, salinity, pH, turbidity, nitrate levels, dissolved oxygen and bacterial counts (supervised by the instructor) and what these data mean for the health of a river, creek, pond and surrounding habitats. Weeks 3, 7, 8, 9, 10</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

| During the field trips, students will walk a specific site (e.g. Central Park, Jamaica Bay, Staten Island, Hudson River Park, Inwood Hill Park, etc) with a Park Service guide when possible, to assess surface waters, soil exposure and characteristics, trees, shrubs, herbs, woody plants, lichen & mosses, human activity, anthropogenic features, fauna and general surroundings. After observing these characteristics, students will create a final report by interpreting what they saw and assess the habitats' condition or quality. Weeks 4, 6, 8, 10, & 13 | • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies. |
| After completing the analysis, students will develop a prioritization scheme by identifying areas where biodiversity may be at great risk, moderate risk, or little risk. Weeks 13, 14, 15 | • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. |
| Students will explore and identify management goals for a particular site (this may also include a small park or neglected recreational space in their neighborhood), develop a plan for how to accomplish these goals (see PlaNYC policy guidelines for sustainability), and extrapolate how conservation and sustainability practices may help to manage and/or restore a site in the future. The final report will have a specific structure and rubric for students to follow. A group of two students will present to the class. Weeks 4, 6, 8, 10, 13 & 14 | • Articulate and evaluate the empirical evidence supporting a scientific or formal theory. • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. Understand the scientific principles underlying matters of policy or public concern in which science plays a role. |
ECOLOGY OF THE FIVE BOROUGHS

Lecturer: Dr. Sandra Swenson  Email: sswenson@jjay.cuny.edu
Office: Rm. 05.66.07 NB (5th floor northwest corner)  ph: 212.237.8820
Office Hours: Monday and Wednesday 12:30 – 3:00pm  Tuesday 3:50 – 5:30 or by appointment

Course description:

This course investigates the ecology of NYC and its boroughs. Students will discover the natural and man-made ecology of the five boroughs and the surrounding waterways by performing field studies at various locations. Students will be collecting pH, temperature, salinity, nitrate levels, dissolved oxygen and bacterial data on the river and creeks around Manhattan Island, Staten Island, and Long Island. Fieldwork is required. Students will use collected field data to assist them in performing a Habitat Assessment for an area of their choice: Upland Forest, Maritime Beach, Dune, Grassland and Shrubland, Freshwater Swamp or Meadow, Salt Marsh, Streams, etc.

Field trip will occur approximately every three weeks, and the class will determine the dates

During this course of study, students will:

1. Gather, interpret, and assess information from a variety of sources and points of view.
   - Gather information from scientific websites, literature, newspapers, journals and handbooks as well as policy manuals to assess the five boroughs' biodiversity and to present a plan for sustainability.
   - Interpret and assess information by peer discussions, in-class discussions, Blackboard discussions, and specific projects such as case studies found in the Biodiversity Assessment Handbook for New York City. When possible, a NY Park Ranger will accompany students to offer additional information.
   - Recognize and explain the difference between scientific (scholarly) and non-research based (popular) statements by reading both daily newspapers and scientific journals (e.g. the journal Science).

2. Evaluate evidence and arguments critically or analytically
   - Analyze evidence of an urban environment and its biodiversity potential based on habitats and the species the habitats are likely to support, including rare or endangered species. Using a variety of maps - topographic maps, geology maps, soils maps, aerial photographs, satellite imagery, and street maps – students will assess the significance and importance of a habitat. Other sources for analysis will be NY Park Service environmental documents, Museum of Natural History documents, and natural history and scientific literature.

3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
   - Students will complete laboratory reports on temperature, salinity, pH, turbidity, nitrate levels, dissolved oxygen and bacterial counts (supervised by the instructor) and what these data mean for the health of a river, creek, pond and surrounding habitats.

4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world.
   - During the field trips, students will walk a specific site (e.g. Central Park, Jamaica Bay, Staten Island, Hudson River Park, Inwood Hill Park, etc) with a Park Service guide when possible, to assess surface waters, soil exposure and characteristics, trees, shrubs, herbs, woody plants, lichen & mosses, human activity, anthropogenic features, fauna and general surroundings. After observing these characteristics, students will create a final report by interpreting what they saw and assess the habitats’ condition or quality.

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
5. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
   - After completing the analysis, students will develop a prioritization scheme by identifying areas where biodiversity may be at great risk, moderate risk, or little risk.

6. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.
   - Students will explore and identify management goals for a particular site (this may also include a small park or neglected recreational space in their neighborhood), develop a plan for how to accomplish these goals (see PlaNYC policy guidelines for sustainability), and extrapolate how conservation and sustainability practices may help to manage and/or restore a site in the future. The final report will have a specific structure and rubric for students to follow. A group of two students will present to the class.

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

**Course material:**
Readings: All assignments can be found on the John Jay College Blackboard. Any changes or announcements will be made on that site. You should check Blackboard and your John Jay College email regularly for course information. You must have a valid John Jay email account and have access to Blackboard for ongoing updates and notifications.
Blackboard Student Support is provided by ITSS. Students should be directed to contact ITSS at blackboardstudent@jjay.cuny.edu and through the Help Desk at 212.237.8200.

**Handbooks:**


Selected chapters from:
Ecology: The Economy of Nature
Robert Ricklefs & Rick Relyea
©2014 | Seventh Edition
Paper Text, 620 pages
Retail price to students: $122.99 Loose leaf Sheets

**Extra Credit Reading**
ISBN: 978-0-520-26960-6
OR
OR

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
Summary of Course Requirements:
Students must learn how to use the Discussion Board and Assessment sections on Blackboard. See help options under Blackboard 9.1

Cell phones and similar devices must be turned off in class. No electronic devices of any type (phones, computers, calculators, iPods, etc.) are allowed during course quizzes and exams. Students found using phones or other electronic devices during an exam will not be given credit for that exam. Students must take exams during the scheduled times. Students with a documented conflict should speak with the professor.

Grading Scale: Note that grades posted on Blackboard are the raw scores and that your final grade will be weighted as shown below in the grading scale.

<table>
<thead>
<tr>
<th>Grading Scale:</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>= 12.5 %</td>
</tr>
<tr>
<td>Final Exam</td>
<td>= 12.5 %</td>
</tr>
<tr>
<td>Quizzes (5 @ 4.0 pts each)</td>
<td>= 20%</td>
</tr>
<tr>
<td>HW &amp; BB assignments</td>
<td>= 15%</td>
</tr>
<tr>
<td>Lab reports (7 @ 4 pts each)</td>
<td>= 28%</td>
</tr>
<tr>
<td>and participation</td>
<td></td>
</tr>
<tr>
<td>Final Analysis paper and presentation</td>
<td>= 12%</td>
</tr>
<tr>
<td>Total pts:</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

This is a laboratory – based course and the laboratory work constitutes 75% of your grade. Students need to plan for 4 field trips, of up to 3 hours, the times to be determined by the class.

1. Attendance and participation

Lab and lecture participation includes adherence to safety rules, involvement in experimental procedures and station cleanup. Students will be required to work in groups and each student should participate in the Laboratory exercises. The Instructor will observe each student’s involvement in the laboratory recitations and exercises and the students will be evaluated accordingly. The Lab safety rules will be strictly enforced at all times and students are expected to observe them while in the Lab. In that respect, under no circumstance should food be brought into lab or dispose of food in waste receptacles. There are NO make-up labs. If you have 2 or more unexcused classes, your grade will be lowered by .05 for each class missed. Two unexcused lateness equals one absence.

No make-ups will be given for missed field trips, in-class activities and laboratory work unless there is a documented medical excuse. If you miss an exam (or foresee that you will miss an exam) for any reason, you MUST contact the instructor as soon as possible.

Any student having difficulty with the class should see the instructor as soon as possible.

2. Quizzes on Blackboard – students will have 5 nights to read the assigned materials and take the quiz. Some “quizzes” will be in-group discussion form.

3. Final Field Study Assessment Paper
Collaborative Group Field study – groups of 2: Each student is expected to collaborate on a research paper and present his or her topic during lab. A hard copy and electronic submission should be made to Turnitin.com. A separate handout will provide additional details on the requirements for the successful completion of this assignment. Field Study Assessment Paper will be due on (refer to syllabus) No late submissions.

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
Please see additional Handout for Research Guidelines.

4. Lab Manual Reports
The Lab Manual Reports are to be completed during the Laboratory exercise and should be handed in at the end of each Lab (prior to the student leaving the Lab). The Reports are to be neatly completed (legible) and all results noted, calculations completed and questions answered as related to the respective laboratory exercise.

5. Exam 1 and 2 (Midterm and Final)
There will be two practical essay exams. Each exam will cover information discussed during the course as related to the laboratory exercises, (data collection, data analysis and interpretation), as well as evidence form your readings. NO Personal phones or PDA’s may be used.
Practical 1 will be administered on (see lab syllabus) and Practical 2 will be on (see lab syllabus)
There will be no make-up exams or labs without documented excuse. Check the Registrar’s website for final exam schedule.

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

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

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

Statement of the College Policy on Plagiarism: Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentations) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has free guides designed to help students with problems of documentation.

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

If a student is repeating this course: Deadline to sign a MAP contract at The Math and Science Resources Center: 5:00 PM on Thursday, January 30. Note: this deadline is strictly enforced. Students may access TutorTrac to begin scheduling appointments: 6:00 PM on Thursday, January 30. First day of Spring 2014 tutoring (Small Group and MAP): Monday, February 3. Please go to the Math and Science Resources Center for more information. http://www.jjay.cuny.edu/academics/592.php

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
# ECOLOGY OF THE FIVE BOROUGHS

**Lecturer:** Dr. Sandra Swenson  
**Email:** sswenson@jjay.cuny.edu  
**Office:** Rm. 05.66.07 NB  
(5th floor northwest corner)  
**Phone:** 212.237.8820

**Office Hours:** Monday and Wednesday 12:30 – 3:00pm  
Tuesday 3:30 – 5:30 or by appointment

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## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Discussion Topic and Assignments</th>
</tr>
</thead>
</table>
| **Introduction:** Ecology, Evolution and the Scientific Method: naturalists use several approaches to studying ecology; ecological systems exist in a hierarchy of organization; different organisms play diverse roles in ecological systems; ecological systems are governed by physical and biological principles.  
Biodiversity of the five boroughs: How diverse can an urban environment be?  
*Lab preparation, Reading & Review*  
In-class and continue for HW: Analyzing Ecology: calculating means and variance p. 24 & 25 this assignment is your first laboratory entry.  
*HW:* Lab work: organize your laboratory notebook according to the laboratory manual. |

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Discussion Topic and Assignments</th>
</tr>
</thead>
</table>
| Overview of terrestrial and aquatic biomes: terrestrial biomes are characterized by their major plant growth forms and aquatic biomes are categorized by their flow, depth, and salinity.  
In-class work: using topographic maps, satellite data, GeoMapApp, Google maps and USGS (Water resources) map explore surface waters and the geology, geography and soils of the 5 boroughs.  
*Lab preparation, Reading & Review*  
HW: Prepare for Laboratory 1 by taking the quiz (1) on Blackboard based on reading text pp: 32- 52 as well as lab manual on Blackboard.  

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Discussion Topic and Assignments</th>
</tr>
</thead>
</table>
| Adaptations to Aquatic Environments: What are the properties favorable to life? How do animals and plants balance water and salt? What are the adaptations? The uptake of gases from water and temperature limitations on aquatic life.  
*Lab 1:* Visit the Hudson River (59th Street - Pier 99). Testing for temperature and salinity; see laboratory manual. All work is due by the end of class. Follow laboratory format.  
*Lab preparation, Reading & Review*  
Review Biodiversity Assessment Handbook for New York City p. 17 – 18; Prepare for first field trip to Central Park;  
Take quiz (2) on Blackboard to prepare for your field trip and by reading: p. 56 – 79 in Ecology: The Economy of Nature |

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Discussion Topic and Assignments</th>
</tr>
</thead>
</table>
| Adaptations to Terrestrial Environments: nutrients and water from the soil, sunlight and photosynthesis; How do terrestrial organisms balance water, salt and nitrogen.  
*Lab 2:* Field Trip to Central Park using Biodiversity Assessment Handbook for New York City p. 17 & 18 and p. 34 – 29 Using the check-list from the tables in the handbook. Bring the Map and Guide to Central Park and download the App if you are able or bring ipads from lab. |
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Discussion Topic and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Global Conservation of Biodiversity: The value of biodiversity arises from social, economic, and ecological considerations; although extinction is a natural process its current rate is unprecedented; human activities are causing the loss of biodiversity.</td>
</tr>
<tr>
<td></td>
<td>Lab 3: Nitrate lab – sampling the Hudson River</td>
</tr>
<tr>
<td></td>
<td>Listen to Dave Brubeck’s Take Five: <a href="https://www.youtube.com/watch?v=vmDDOFXSgAs">https://www.youtube.com/watch?v=vmDDOFXSgAs</a> while thinking about the Five Boroughs – where you live and your role in your community, begin to create a plan on how to perform a habitat assessment. Read Biodiversity Assessment Handbook for New York City: Planning for Biodiversity Conservation p. 25 - 33 and How to Perform a Habitat Assessment p.34 – 42. Create a plan in outline form that follows the correct format given at: <a href="http://www.lib.jjay.cuny.edu/how-to/write-an-outline">http://www.lib.jjay.cuny.edu/how-to/write-an-outline</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Discussion Topic and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How to Perform a Habitat Assessment: an assessment of biodiversity potential of a site, based on habitats and species that they are likely to support.</td>
</tr>
<tr>
<td></td>
<td>In –class work: With one other lab partner. Expanding on your outline and using maps (from week 2) and the data table on pages 34 – 42 plan the next three field trips to mutually agreed upon sites. Choose from: Upland Forest – Inwood Hill Park; Maritime Beach, Dune, Grassland and Shrubland – Jamaica Bay Wildlife Refuge; Freshwater Marsh and Wet Meadow – Central Park; Salt Marsh – Bronx: Pelham Bay Park or Manhattan - Inwood Hill Park; Intermittent Woodland Pools – Bronx: Van Cortland Park or Staten Island – Blue heron Pond Park, Ally Pond Park; AND Gardens, Green Roofs, and Green Walls – various communities in Brooklyn.</td>
</tr>
<tr>
<td></td>
<td>Reading and Review</td>
</tr>
<tr>
<td></td>
<td>Prepare for Midterm</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Lecture Topic and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Midterm exam – essay form.</td>
</tr>
<tr>
<td></td>
<td>Continue assessment plan.</td>
</tr>
<tr>
<td></td>
<td>Lab preparation, Reading and Review</td>
</tr>
<tr>
<td></td>
<td>HW: Prepare for field trip (Week 8) by making sure your lab manual follows the design for habitat assessment organized for observations and data collection. Plan for pH, temperature, salinity readings as well as collection of water samples for the further lab study.</td>
</tr>
<tr>
<td></td>
<td>Upload your plan to BB in private group message to exchange ideas with your lab partner. Worth one quiz grade.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Discussion Topic and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lab 4: Mandatory Field Trip – all class</td>
</tr>
<tr>
<td></td>
<td>Lab preparation, Reading and Review</td>
</tr>
<tr>
<td></td>
<td>HW: Organize your observations and data collection and summarize your interpretations on what you saw and experienced. Work with one other lab partner. Analyze the relationship of variables: What do pH, temperature, salinity readings tell you?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Discussion Topic and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Predation and herbivory: predators and herbivores can limit the abundance of populations; populations of consumers and consumed populations fluctuate in regular cycles; predation and herbivory favor the evolution of defences.</td>
</tr>
<tr>
<td></td>
<td>Short Video: Community Ecology: Feel the Love - Crash Course Ecology #4</td>
</tr>
<tr>
<td>Week 10</td>
<td>Discussion Topic and Assignments</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Lab 5: Mandatory Field Trip – all class</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lab preparation, Reading and Review</strong></td>
<td></td>
</tr>
<tr>
<td>HW: Organize your observations and data collection and summarize your interpretations on what you saw and experienced. Work with one other lab partner. Analyze the relationship of variables: What do pH, temperature, salinity readings tell you? Propose management, restoration and monitoring actions and policies. Refer to pages 34 – 42 and 43 – 50 in the Handbook.</td>
<td></td>
</tr>
<tr>
<td>Preview Biodiversity Assessment Handbook for New York City - plant and animal species of the 5 boroughs beginning on page 129 – no need to print these, just use the PDF finder function. Also see p. 264</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Discussion Topic and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competition and Mutualism: limited resources, outcomes of competition can be altered by abiotic conditions (including anthropogenic sources); exploitation and direct interferences; mutualism – some positive outcomes.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>In-class: Begin to examine species that are rare and/or endangered to NYC and start thinking about a cohesive plan for land use, zoning, and other regulatory programs. See Handbook, p. 242 and PlaNYC website.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lab preparation, Reading and Review</strong></td>
<td></td>
</tr>
<tr>
<td>Preview Biodiversity Assessment Handbook for New York City Appendix A: Land Use, Zoning and Biodiversity Policy Review beginning on page 242– no need to print these, just use the PDF finder function. Propose management, restoration and monitoring actions and policies while considering species that may live in a particular habitat. Refer to pages 34 – 42 and 43 – 50 in the Handbook.</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 12</th>
<th>Discussion Topic and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Climate Alteration and Global Warming</strong></td>
<td></td>
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<tr>
<td><strong>Distinguish among global change, global climate change, and global warming.</strong></td>
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<tr>
<td><strong>Explain how solar radiation and greenhouse gases warm our planet and affect our oceans.</strong></td>
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<tr>
<td><strong>Short video</strong></td>
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<tr>
<td><strong>Lab 6: Temperature and Solubility of CO₂</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reading and Review</strong></td>
<td></td>
</tr>
<tr>
<td>Prepare for field trip (Week 13) by making sure your lab manual follows the design for habitat assessment organized for observations and data collection. Plan for pH, temperature, salinity readings as well as collection of water samples for the further lab study. Upload your plan to BB in private group message to exchange ideas with your lab partner. Worth one quiz grade.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Week 13</th>
<th>Discussion Topic and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lab 7: Mandatory Field Trip – all class Gardens, Green Roofs, and Green Walls – various communities in Brooklyn.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lab preparation, Reading and Review</strong></td>
<td></td>
</tr>
<tr>
<td>HW: Organize your observations and data collection and summarize your interpretations on what you saw and experienced. Work with one other lab partner. Analyze the relationship of variables: What do pH, temperature, salinity readings tell you? Propose management, restoration and monitoring actions and policies. Refer to pages 34 – 42 and 43 – 50 in the Handbook.</td>
<td></td>
</tr>
<tr>
<td>Prepare for final presentation – paper and in-class presentation format of your choice.</td>
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</tbody>
</table>
Week 14  Final Topic Presentations and paper
In-class final presentations 15 minutes; Discuss your data and observations in an argument that describes
your claim, evidence and reasoning. See rubric for criteria.

Week 15  FINAL EXAM lab practical in essay form- Please check the Registrar’s website to confirm the exact
date and time of the final exam. No make-ups.

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

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

Date Submitted: March 10, 2014

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

1. a. Department(s) or program(s) proposing this course: Department of Modern Languages and Literatures

   b. Name and contact information of proposer(s): Aída Martínez-Gómez Gómez

      Email address(es): amartinez-gomez@jjay.cuny.edu
      Phone number(s): 212.621.3755

2. a. Title of the course: Text Analysis and Editing for Translators

   b. Abbreviated title: Texts and Edition

   c. Level of this course: 100 Level 200 Level X 300 Level 400 Level

   Please provide a brief rationale for why the course is at the level:
   It’s an intermediate-level course with pre-requisites. It builds on the knowledge acquired in the 200-level translation and interpretation courses to develop skills required to practice translation professionally. It follows SPA230 Translating I and SPA 231 Interpreting I, and can be taken together with any 300-level translation/interpretation class (e.g. SPA330 Translating II, SPA333 Interpreting II, etc.). After it, students can take the 400-level courses in translation/interpretation and apply the additional skills developed in this class to advanced tasks and assignments in the discipline.

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

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

   This course is an elective in the Translation and Interpretation concentration of the new Spanish major. It reinforces pre- and post-translation skills, i.e. how to analyze a text before starting a translation and how to edit and proofread a translation before
submitting it to a client. Familiarity with the editing process will make students more marketable and competitive. It may also broaden employment opportunities in the publishing industry.

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.)

SPA 3XX - This course is designed to further develop skills for understanding and analyzing written and spoken texts, and for improving their written output. Students will learn to recognize different text types, their linguistic function, structure and formal traits. Issues related to potential bias in comprehending and interpreting texts will be explored. Students will become familiar with copyediting and proofreading techniques and will apply them to their own translation output.

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

ENG 201, SPA 230, SPA 231, SPA 250

6. Number of:
   a. Class hours ___3___
   b. Lab hours ___0___
   c. Credits ___3___

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

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

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

Upon completion of the course students will:
   • identify the main text and discourse types and their features in a variety of disciplines;
   • recognize and describe linguistic function, structure and formal traits of these text and discourse types;
- recognize the impact of potential bias in translators’ comprehension and interpretation of texts
- perform copyediting and proofreading tasks at an advanced level;
- conduct appropriate searches in relevant editing resources (such as manuals of style).

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

   _____ No  __X__ Yes

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

   Elective in the Translation and Interpretation concentration of the new Spanish major

10. Will this course be part of JJ’s general education program?

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

11. How will you assess student learning?

    For department assessment, we will assess student learning by pre- and post-tests as well as on retention and completion rates. For course assessment see syllabus p. 7-10

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

    Yes__X__ No____

    • If yes, please state the librarian’s name Maria Kiriakova
    • Are there adequate resources in the library to support students’ work in the course
      Yes__X_____ No________

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

      ➢ The library catalog, CUNY+ _X__
      ➢ EBSCOhost Academic Search Complete __X__
      ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _X__
      ➢ LexisNexis Universe ______
      ➢ Criminal Justice Abstracts ____
      ➢ PsycINFO____
      ➢ Sociological Abstracts _____
      ➢ JSTOR ____
      ➢ SCOPUS _X____
      ➢ Other (please name) ____________________________
13. **Syllabus** – see attached

14. Date of **Department curriculum committee** approval Feb. 19, 2014

15. **Faculty** - Who will be assigned to teach this course? Aída Martínez-Gómez Gómez / New Hire

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

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

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

   _X__Not applicable
   ___No
   ___Yes. If yes, give a short summary of the consultation process and results.

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

   _X__No
   ___Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   Silvia Dapía
   
   Chair, Modern Language and Literatures Department
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th Street, 7th Floor, New York, NY 10019

SPA 3XX— Text Analysis and Editing for Translators
Department of Modern Languages and Literatures

Instructor:
Schedule:
Location:
Office Hours:
Office:
E-mail:

Course description:
This course is designed to further skills for understanding and analyzing written and spoken texts, and
for improving their written output. Students will learn to recognize different text types, their linguistic
function, structure and formal traits. Issues related to potential bias in comprehending and interpreting
texts will be explored. Students will become familiar with copyediting and proofreading techniques and
will apply them to their own translation output.

Prerequisite: ENG 201, SPA 230, SPA 231, and SPA 250.

Learning Outcomes:
Upon completion of the course students will:
• identify the main text and discourse types and their features in a variety of disciplines;
• recognize and describe linguistic function, structure and formal traits of these text and discourse
types;
• recognize the impact of potential bias in translators’ comprehension and interpretation of texts;
• perform copyediting and proofreading tasks at an advanced level;
• conduct appropriate searches in relevant editing resources (such as manuals of style).

Textbooks and materials:

Readings (they will be available via Blackboard):
teoricos y aplicados.” In: García Palacios, J. & M. Teresa Fuentes (eds.) Entre la terminología, el texto y la
(Excerpts)
Linguística Antverpiensia New Series, 1. 135-143.
Cengage Learning. (Excerpts)
Suggested Reference Books:
1) A dictionary of the English language (OED, Merriam Webster).
2) A dictionary of the Spanish language (DRAE, Maria Moliner).
5) Spanish Manuals of Style: Manual de estilo de El País, Manual de estilo de la lengua española (Martínez de Sousa)

Note: Small pocket dictionaries by themselves are inadequate for this class. Many of these reference materials are available online for free and/or as electronic and paper resources at the John Jay library. There are no requirements on which one to use in particular within each category. Recommendations can be provided by the instructor.

COURSE REQUIREMENTS

Participation and attendance (10%):
You will get a lot out of this class if you actively participate in both the lecture and discussion components. This is a practical course and those who work closely with their instructor and fellow students make the fastest progress. You will also find it easier and more productive to practice ‘little and often’.

Homework (10%)
In order to participate actively in class you must always do the text analysis or editing homework assigned for each class.

Text type analysis assignment (15%) – midterm paper
As a midterm paper, students will need to analyze the particular features of a written or spoken textual type (assigned by the instructor on the second week of class). This analysis will have a theoretical basis, where students will have to describe the conventions of the assigned text type in English and Spanish, based on the literature, and a practical component, where they will have to compare these principles to six samples (three in English and three in Spanish) of actual texts pertaining to that type, highlighting the similarities and differences between the text types in the two languages. The paper will end with a reflection on translation biases, based on Baker’s narratives theory, as applied to these texts. Formatting and presentation will also be taken into consideration when grading this assignment.

Editing assignment (15%) – final paper
Students will work in pairs in an editing assignment of a text provided by the instructor. This assignment will have two parts: copyediting and proofreading. In the first part, which will be individual work, each student will have to identify and repair mechanical problems in writing (such as grammar, syntax, vocabulary, spelling and punctuation) and structural problems (such as inelegant style or ineffective organization). For the second part, each student will proofread their partner’s copyedited text and will mark it following the conventions in the field. Then each student will receive their proofread text and will need to incorporate the suggested changes in order to deliver the best final product possible. Formatting and presentation will also be taken into consideration when grading this assignment.

Midterm exam (25%)

Approved by UCASC, Mar 20, toCollege Council, Apr 21, 2015
The midterm will focus on text analysis and it will consist of two parts: (i) short-answer questions about the theoretical content covered in class discussions and readings; and (ii) practical activities where the content is applied to actual texts. It will take place in class.

**Final exam (25%)**
The final exam will focus on editing procedures and it will consist of two parts: (i) short-answer questions about the theoretical content covered in class discussions and readings; and (ii) practical activities where the content is applied to actual texts. It will take place in class.

**ASSESSMENT**

**Grade weighting**
Participation (includes attendance): 10%
Homework: 10%
Text type analysis assignment: 15%
Editing assignment: 15%
Midterm exam: 25%
Final exam: 25%

*Students must receive a passing grade on the final exam to pass the course as a whole.*

The John Jay Undergraduate Bulletin allows for the following grades only:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Very Good</td>
</tr>
<tr>
<td>C+, C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-, D+, D, D-</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrew Unofficially</td>
</tr>
<tr>
<td>P</td>
<td>PASS</td>
</tr>
<tr>
<td>R</td>
<td>REPEAT</td>
</tr>
</tbody>
</table>

**Evaluation Criteria for text type analysis assignment and midterm exam**

<table>
<thead>
<tr>
<th>Exemplary (A)</th>
<th>Content</th>
<th>Organization</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The content is relevant to the chosen topic and original. Substantial information; good development of ideas with supporting details or evidence.</td>
<td>Content is logically and effectively ordered. Main points and details are connected. Essay flows smoothly thanks to well-constructed paragraphs and good distribution (introduction, main body and conclusion)</td>
<td>Very few errors; work was well edited for language. Precise and effective word use/choice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficient (B)</th>
<th>Content</th>
<th>Organization</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The content is relevant to the chosen topic but not very original. Adequate information; some development of ideas; some ideas lack supporting detail</td>
<td>An apparent order to the content is intended (introduction, main body and conclusion); well-constructed paragraphs. Somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete.</td>
<td>Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete. Some erroneous word usage or choice, but meaning is not confused or obscured.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marginal (C-D)</th>
<th>Content</th>
<th>Organization</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The content is not original and not developed.</td>
<td>Limited order to the content; lacks logical sequencing of</td>
<td>Frequent errors in grammar use and form; erroneous use of</td>
</tr>
</tbody>
</table>
Limited information; ideas present but not developed; lack of supporting details or evidence.

Ideas; ineffective ordering; very choppy, disjointed. Paragraphs are not well-constructed

Language often impedes comprehensibility; work was poorly edited for language. Erroneous word use or choice leads to confused or obscured meaning.

Unacceptable (F)

Minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate. Any kind of plagiarism is detected.

Series of separate sentences with no transitions; disconnected ideas, no apparent order to the content; or not enough to evaluate.

Abundance of errors in grammar use and form; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate. Inadequate, repetitive word choice; literal translation.

**Evaluation Criteria for Participation**

**Exemplary (A):**
The student
- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- asks pertinent questions
- is always prepared
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

**Proficient (B):**
The student
- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers

**Marginal (C-D):**
The student
- participates more passively than actively
- is frequently not well prepared

**Unacceptable (F):**
The student
- participates grudgingly or not at all in activities
- generally does not cooperate in group activities
- fails to correct repeated errors

**IMPORTANT INFORMATION**

**Absences and Tardiness:**
Students are expected to attend class regularly. A significant portion of your grade will depend on class attendance. More than three absences will affect your grade. Please note that these three days are not
just free days; they are to be used for illness, emergencies or other unavoidable obligations that keep you from making it to class. If you are facing attendance issues, please see your instructor. Regardless of the nature of your absence, you will be held responsible for all work missed as well as for that which is due the following class (including preparation for exams).

Make-up exams:
Make-up exams will not be scheduled except for emergencies, legal obligations or business that requires the student to be out of town (proper written documentation required in all cases). Students need to request the make-up exam to the instructor at least one week before the originally-scheduled exam date. In case of emergency, when the student cannot foresee the need for a make-up exam one week in advance and is absent from the exam, s/he must contact the instructor within 24 hours of the original scheduled time for the test. In the case of the final exam, any make-up exams must be taken within 24 hours of the originally-scheduled time.

Assignments must be submitted by the due date. They will not be accepted after the deadline.

Contact Information and e-mail communication:
Class announcements and activities will be posted on Blackboard. Students are required to check Blackboard at least once before every class meeting.
Any email communication with the instructor will be through the student’s John Jay e-mail account. E-mails coming from other e-mail accounts will not be read. Students are thus encouraged to use their John Jay e-mail account only and regularly check their email.
The instructor will try to answer all emails within 24-48 hours, Mon-Fri between 9 am and 7 pm.

Use of electronic devices in class
The use of mobile phones is not allowed in class. Students are requested to turn off/silence (not vibrate mode) their phones when coming into class. The use of mobile phones and other devices such as laptops, tablets or the like may be allowed for academic purposes only (e.g. taking notes, using electronic dictionaries...). Any other use (text, e-mail, social networks, chat, Internet browsing...) will not be tolerated. The instructor will inform students when they can use these devices. At certain points, the instructor can ask the students to turn them off as they may not be necessary for certain in-class activities.

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

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

CHEATING AND PLAGIARISM
Statement of the College Policy on Plagiarism
Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is
Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Paraphrasing, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Instructor’s note on cheating:
The use of Machine Translation software (Google Translate, Google Translator Toolkit, Babelfish/Systran, among others) will be considered cheating and is therefore PROHIBITED in this course. If a student is unsure about the appropriateness of using any tool of this nature, they are welcome to ask the instructor.

Copying from other students’ translations/homework/papers/exams or allowing another to copy your work will be considered cheating. Cheating also includes unauthorized collaboration by family members/friends/professionals/etc. on a take-home assignment or examination.

If any kind of cheating or plagiarism is detected in the work of a student, s/he will be reported to the College’s Academic Integrity Officer and will get a Pending grade. They instructor will impose an academic sanction ranging from failing the assignment involved to failing the whole course. In some cases, the Academic Integrity Officer may decide to impose a disciplinary sanction as well.

For more information, please read John Jay College of Criminal Justice Undergraduate Bulletin, (http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity) and CUNY Policy on Academic Integrity (http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf).

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

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
**TENTATIVE SCHEDULE**

*Please note that the daily syllabus may be subject to change.*

*Please pay attention to in-class or Blackboard announcements.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Readings, assignments and homework</th>
</tr>
</thead>
</table>
| 1    | Introduction to the course.  
       Pre-test.  
       Introduction: texts and contexts. Variables: field, mode, tenor.  
       *Traditional definitions of text; approaches from textual linguistics and systemic functional linguistics; text as a communicative event; the concepts of field, mode and tenor.* | **READING:** Bernárdez, pp. 77-85. “El concepto de texto” [The concept of text]  
HW: one-page description of text variables in a set of three texts provided by the instructor |
| 2    | Fundamentals of written and spoken text types: descriptive, narrative, argumentative, explanatory, rhetorical.  
       *Definition of text type, textual conventions, text types according to communicative goal.*  
       *Classification of specialized texts.*  
       Specialized text types (I): legal  
       *General features of legal texts. The importance of terminology. Court orders, statutory law, case law, legal monographs, briefs, wills.* | **READING:** Ciapuscio & Kuguel “Hacia una tipología del discurso especializado: aspectos teóricos y aplicados.” [Towards a typology of specialized discourse: theoretical and applied approaches]  
HW: activity to identify legal text types (differentiate them from other fields and among themselves) (5 to 7 texts of different lengths; two-page summary) |
| 3    | Baker’s narrative theory. Translation, power, conflict. Translator conscious and unconscious biases. The political import of narratives. Translation activism.  
       Specialized text types (II): economic/business  
       *General features of economic texts. Use of metaphors. Professional texts (invoices, contracts, insurance, stock market reports), informative texts (journal/magazine articles).*  
       Specialized text types (III): political  
       *General features of political discourse. The importance of purpose. Speeches (internal, parliamentary, press conferences, government announces and addresses) and debates (parliamentary, televised, public meetings).* | **READING:** Baker, pp. 8-28. “Introducing narrative theory”  
HW: find an example of an economic text type and analyze its terminological features (one/two-page bulleted list with examples)  
HW: activity to identify communication goals in a political spoken text type (5 minutes’ long speech). Analysis of text through narratives theory (one-page summary). |
| 4    | Specialized text types (IV): scientific-technical  
       *General features of legal texts. The importance of terminology and structure. Expert-to-lay communication (popular science, informative materials); expert-to-expert communication (technical reports, operation manuals, research/academic texts).* | HW: find an example of a scientific-technical text type and analyze its macro/microstructure (one-page bulleted list with examples) |
<p>| | | |</p>
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<tr>
<td>5</td>
<td>Translating genres. Contrastive text analysis. Strategies for translators and interpreters. <em>Principles of contrastive text analysis. The concept of parallel text. Sources of parallel texts. Building corpora for translation.</em></td>
<td>HW: select one text type and find parallel texts in English and Spanish; compare their main features. (one-page bulleted list with examples)</td>
</tr>
<tr>
<td>6</td>
<td>Review for midterm <em>Midterm</em></td>
<td><em>READING: Baker, pp. 105-140. “Framing narratives in translation”</em></td>
</tr>
<tr>
<td>9</td>
<td>Resources: dictionaries, corpora, manuals of style, and other online resources. <em>Identification and description of main resources. Review of principles of use. Assessment of quality of resources.</em></td>
<td>HW: create your own compilation of online editing resources (commented list of 10-12 resources)</td>
</tr>
<tr>
<td>10</td>
<td>Mechanical copyediting: poor vocabulary; agreements, tenses and cases; anacoluthon and solecism; punctuation.</td>
<td>HW: mechanical copyediting exercises (3 pages)</td>
</tr>
<tr>
<td>11</td>
<td>Stylistical copyediting: verbosity, ambiguity, factual check. Correct use of citations. Citation styles.</td>
<td>HW: stylistical copyediting exercises (2 pages)</td>
</tr>
</tbody>
</table>

Approved by UCASC, Mar 20, toCollege Council, Apr 21, 2015
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 14   | Editing software – advanced Word use for editors and proofreaders  
*Advanced skills in Microsoft Word. Advantages and disadvantages. Spell-check, word count, track changes, search and replace, use of macros.*  
Review for final exam | HW: copyediting practice with Word (4 pages) |
| 15   | **Final exam – TBD**  
(check the College examination schedule for potential changes:  
[http://www.jjay.cuny.edu/4056.php](http://www.jjay.cuny.edu/4056.php)) | **Editing assignment due on final exam date** |
New Course Proposal Form

Date Submitted: March 10, 2014

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

1. a. Department(s) or program(s) proposing this course: Department of Modern Languages and Literatures
   
b. Name and contact information of proposer(s):
      Aída Martínez-Gómez Gómez
      Email address(es): amartinez-gomez@jjay.cuny.edu
      Phone number(s): 212.621.3755

2. a. Title of the course: Translating III: Specialized Translation
   
b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Translating III
   
c. Level of this course: __X__ 300 Level

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

It’s an advanced-level course with pre-requisites. It builds on the knowledge acquired in the general translation courses (SPA 230 and 330) to develop skills specific of different domains (technical, literary, scientific, etc.), which are required to practice translation professionally. It follows SPA330 Translating II (advanced general translation) and precedes SPA435 Legal Translation.

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

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

   This course is an elective in the Translation and Interpretation concentration of the new Spanish major. It complements the core legal translation classes. Students will extend their skills to other specializations, such as scientific, technical, economic, literary and audiovisual translation. Since other Translation and Interpretation courses focus on the
legal field, this course will expose students to different domains that will increase their employment opportunities.

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.)

SPA 3ZZ - This course will allow students to broaden their translation expertise to a variety of specializations: economic, scientific, technical, audiovisual and literary. Students will build on previously acquired translation strategies in order to reflect upon and resolve more advanced translation problems. Students will use resources appropriate for each specialization, such as dictionaries, glossaries or parallel texts, and will also use computer assisted translation tools. Students will learn the dynamics of translation project management.

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

   ENG 201 and SPA 330.

6. **Number of**:
   a. Class hours   __3___
   b. Lab hours     __0___
   c. Credits       __3___

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

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

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

   Upon completion of the course students will:
   - identify the specific features of the areas of economic, scientific, technical, audiovisual and literary translation;
   - use reference and other resources (for example, dictionaries, parallel texts, terminological databases) according to specialization;
   - apply appropriate translation strategies in order to solve complex translation problems;
• analyze translation problems in the context of potential ethical conflicts and interpretation biases;
• understand the purpose and limitations of CAT tools, and use them to complete translation assignments; and organize and explain how to manage a small translation project.

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

   _____ No    ___X___ Yes

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

   Elective in the Translation and Interpretation concentration of the new Spanish major.

10. Will this course be part of JJ’s general education program?

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

11. How will you assess student learning?

    For department assessment, we will assess student learning by pre- and post-tests as well as on retention and completion rates. For course assessment see syllabus p. 7-11

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

    Yes___X__   No____

    • If yes, please state the librarian’s name Maria Kiriakova
    • Are there adequate resources in the library to support students’ work in the course

      Yes___X_____   No____

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

      ➢ The library catalog, CUNY+ _X__
      ➢ EBSCOhost Academic Search Complete __X__
      ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _X___
      ➢ LexisNexis Universe ______
      ➢ Criminal Justice Abstracts ______
      ➢ PsycINFO _____
      ➢ Sociological Abstracts _____
      ➢ JSTOR ______
      ➢ SCOPUS _X___
      ➢ Other (please name)  _________________________

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
13. **Syllabus – see attached**

14. Date of Department curriculum committee approval Feb. 19, 2014

15. **Faculty** - Who will be assigned to teach this course? Aída Martínez-Gómez Gómez

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

   - [ ] No
   - [ ] Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

   - [ ] Not applicable
   - [ ] No
   - [ ] Yes. If yes, give a short summary of the consultation process and results.

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

   - [ ] No
   - [ ] Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

    - Silvia Dapia

    Chair, Proposer’s Department

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
Instructor: 
Schedule: 
Location: 
Office Hours: 
Office: 
E-mail: 

Course description: 
This course will allow students to broaden their translation expertise to a variety of specializations: economic, scientific, technical, audiovisual and literary. Students will build on previously acquired translation strategies in order to reflect upon and resolve more advanced translation problems. Students will use resources appropriate for each specialization, such as dictionaries, glossaries or parallel texts, and will also use computer assisted translation tools. Students will learn the dynamics of translation project management.

Prerequisites: ENG 201 and SPA 330.

Course Goals: 
Upon completion of the course students will:
- identify the specific features of the areas of economic, scientific, technical, audiovisual and literary translation;
- use documentation resources (for example, dictionaries, parallel texts, terminological databases) according to specialization;
- apply appropriate translation strategies in order to solve complex translation problems;
- analyze translation problems in the context of potential ethical conflicts and interpretation biases;
- understand the purpose and limitations of CAT tools, and use them to complete translation assignments; and
- explain how to manage a small translation project.

Textbooks and materials: 
Readings (they will be available via Blackboard):
Suggested Reference Books:

1) A dictionary of the English language (OED, Merriam Webster).
2) A dictionary of the Spanish language (DRAE, Maria Moliner).
4) Monolingual specialized dictionaries (Oxford thematic series; *Diccionario de la Real Academia de Medicina*).
5) Bilingual specialized dictionaries (Beigbeder’s *Diccionario Técnico*; Alcaraz et al’s *Diccionario de términos económicos, financieros y comerciales*).

**Note:** Small pocket dictionaries by themselves are inadequate for this class. Many of these reference materials are available online for free and/or as electronic and paper resources at the John Jay library. There are no requirements on which one to use in particular within each category. Recommendations can be provided by the instructor.

**COURSE REQUIREMENTS**

**Participation and attendance (10%)**:
You will get a lot out of this class if you actively participate in both the lecture/discussion component. This is a practical translation course and those who work closely with their instructor and fellow students make the fastest progress. You will also find it easier and more productive to practice ‘little and often’.

**Homework (10%)**
In order to participate actively in class you must always do the translation homework assigned for each class. All homework translations and activities should be word-processed and double-spaced. Never turn in a rough draft.

**Individual Translation assignment (10%) – midterm paper**
As a midterm paper, students will need to complete a translation assignment of an approximately 1000-word-long text. The texts will be selected by the students depending on the specialization they would like to focus on, but they will need to be approved by the instructor before starting the translation process. They should have the required length and be of a similar nature of those texts translated in class. Students will work individually on this project. The final translation will be accompanied by a 500-word Translator’s preface, where the student will contextualize the text, describe its main features, list and comment upon the main documentation resources used and summarize five of the main translation problems encountered, making an emphasis on how interpretation biases and ethical conflicts affected their translation and the mechanisms put in place to minimize them. Formatting and presentation will also be taken into consideration when grading this assignment.

**Group Translation project (20%) – final paper**
Students will work in groups of 5 to 7 to complete a translation project of approximately 3000 words. It

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will simulate the functioning of a translation agency and each student will therefore undertake a different role (there will one project manager, one researcher/terminologist, two to three translators, and one to two editors). The texts for each project will be provided by the instructor, but when possible, they will be requested from local non-profit partner organizations so that the final products will be authentic translations that will be used in actual practice. The final translations will also be accompanied by a project report to be drafted by the project manager (at least 1000 words). Formatting and presentation will also be taken into consideration when grading this assignment.

Midterm exam (20%)
The midterm exam will include two short translations (approx. 200 words each). One translation will be into English and the second one will be into Spanish. Texts will belong to two different specializations covered during the semester. It will take place in class.

Final exam (30%)
The final exam will include two short translations (approx. 270 words each). One translation will be into English and the second one will be into Spanish. Texts will belong to two different specializations covered during the semester, and it is therefore cumulative. It will take place in class.

CLASS PROCEDURE
Most class meetings will follow this procedure:
1) Translation homework will be distributed for every class meeting. All students should do all assigned texts and fill out one translation problem card per text.
2) Each day at least one person will make a model translation. S/he will email it to the instructor at least 24 hours before the class. All other students must also do the same translation at home so as to compare it with the model translation.
3) Each day we will discuss one or more model translations.
4) On any particular day the instructor will announce, without notice, which students have to turn in their homework translation texts.
5) The instructor will return the marked translations on the following class meeting. The instructor will not “correct” the translations, but mark the perceived errors according to the “error key" below.
6) The students will correct those translations and include a final, polished copy in their portfolio.

Some weeks different activities will be conducted. Occasionally, we will discuss homework texts for which no model translation has been assigned, thereby requiring the participation of all students, or the instructor will bring fresh texts which students will translate as a team in class by working in small groups against the clock.

ASSESSMENT

Grade weighting
Participation (includes attendance): 10%
Homework: 10%
Individual Translation assignment: 10%
Group Translation project: 20%
Midterm exam: 20%

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
Final exam: 30%

* Students must receive a passing grade on the final exam to pass the course as a whole.

The John Jay Undergraduate Bulletin allows for the following grades only:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A-</td>
<td>Excellent</td>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Very Good</td>
<td>WU</td>
<td>Withdrew Unofficially</td>
</tr>
<tr>
<td>C, C-</td>
<td>Satisfactory</td>
<td>P</td>
<td>PASS</td>
</tr>
<tr>
<td>C-, D+, D, D-</td>
<td>Poor</td>
<td>R</td>
<td>REPEAT</td>
</tr>
</tbody>
</table>

**Evaluation criteria for translation homework, assignments, project and exams**

**Rubric for grading**

Grading will be based on the following rubric (adapted from that used by the American Translators Association in their Certification program).

<table>
<thead>
<tr>
<th>Category</th>
<th>Usefulness / transfer</th>
<th>Vocabulary / Terminology</th>
<th>Idiomatic writing / style</th>
<th>Target mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary (A)</strong></td>
<td>Translated text transfers meaning in a manner fully consistent with the Translation Instructions. Translation contains few or no transfer errors, and those present have a minor effect on meaning.</td>
<td>Translated text contains few or no inappropriate terms or lexical choices. Any errors have a minor effect on meaning.</td>
<td>Translated text reads smoothly. Translated text (including style and register) is almost entirely idiomatic and appropriate in context. Any errors have a minor effect on meaning.</td>
<td>Translated text contains few or no errors in target language mechanics (spelling, grammar, punctuation, etc.).</td>
</tr>
<tr>
<td><strong>Proficient (B)</strong></td>
<td>Translated text transfers meaning in a manner sufficiently consistent with the Translation Instructions. Translation contains occasional and/or minor transfer errors that slightly obscure or change meaning.</td>
<td>Translated text contains occasional and/or minor inappropriate terms or lexical choices. Such errors may slightly obscure meaning.</td>
<td>Translated text contains occasional unidiomatic or inappropriate wording and/or minor inappropriate style/register choices. Such errors may slightly obscure meaning.</td>
<td>Translated text contains occasional errors in target language mechanics.</td>
</tr>
<tr>
<td><strong>Marginal (C-D)</strong></td>
<td>Translated text transfers meaning in a manner somewhat</td>
<td>Translated text contains frequent inappropriate and/or incorrect</td>
<td>Translated text contains frequent and/or obvious unidiomatic</td>
<td>Translated text contains frequent and/or obvious errors in target</td>
</tr>
</tbody>
</table>

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
<table>
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<tr>
<th></th>
<th>consistent with the Translation Instructions. Translation contains more than occasional transfer errors that obscure or change meaning.</th>
<th>terms or lexical choices. Such errors may obscure or change meaning.</th>
<th>wording and/or inappropriate style/register choices. Such errors may obscure or change meaning.</th>
<th>language mechanics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable (F)</td>
<td>Translated text transfers meaning in a manner inconsistent with the Translation Instructions. Translation contains frequent and/or serious transfer errors that obscure or change meaning.</td>
<td>Translated text contains excessive inappropriate and/or incorrect terms or lexical choices. Such errors obscure or change meaning.</td>
<td>Translated text contains excessive and/or disruptive unidiomatic or inappropriate wording and/or excessive and/or inappropriate or style/register choices. Such errors obscure or change meaning.</td>
<td>Translated text contains excessive and/or disruptive errors in target language mechanics.</td>
</tr>
</tbody>
</table>

**Error key**
Errors will be marked as follows (note that error types correlate with rubric items)

**Usefulness / transfer**
- **Meaning errors**
  - s = sentido *meaning: includes contradiction, wrong meaning, nonsensical translation*
  - > = adición *addition*
  - om = omisión *omission*
  - nms = no mismo sentido: diferencia de matiz *not same meaning: nuance difference*

- **Translation strategy errors**
  - cg = conocimientos generales, falta de documentación *general knowledge, faulty documentation*
  - func = mala interpretación de la función textual *wrong understanding of text function*

**Vocabulary/Terminology**
- lex = léxico *vocabulary*
  - regio = regionalismo *regionalism*
  - pp = no es la palabra precisa *not exact word*

**Target mechanics**
- ort = ortografía *spelling*
  - orto = ortotipografía *orthotypography: includes italics, bold, quotation marks, missing or extra spaces*
  - mays = mayúscula *capitalization*
  - punt = puntuación *punctuation*
  - gram = error gramatical: morfología y sintaxis *grammar: morphology and syntax*
  - prep = preposición *preposition*
  - art = artículo *article*
  - c/g = concordancia de género *gender agreement*
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c/n= concordancia de número [number agreement]  
c/t= concordancia de tiempo o persona verbal [tense/person agreement]

**Idiomatic writing / style**
- `~` = orden de palabras [word order]  
- `//` = uso indebido de conectores [wrong use of connecting words]  
- T=suena a traducción [sounds like a translation]  
- est= estilo [style: includes imprecise and unidiomatic rendering, pleonasm, stylistic repetition, poor style]  
- reg= inadecuación de registro lingüístico [inappropriate register]

**Good translation options**
- B= bien [well done]  
- MB= muy bien [very well done]

**Evaluation Criteria for Participation**

**Exemplary (A):**
The student
- initiates and maintains interaction with students and instructor from beginning of class  
- shows leadership in group activities  
- asks pertinent questions  
- is always prepared  
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

**Proficient (B):**
The student
- shows willingness to participate  
- cooperates fully in discussions and group activities although may not necessarily be the leader  
- answers readily when called upon and has few errors  
- elaborates somewhat on answers

**Marginal (C-D):**
The student
- participates more passively than actively  
- is frequently not well prepared

**Unacceptable (F):**
The student
- participates grudgingly or not at all in activities  
- generally does not cooperate in group activities  
- fails to correct repeated errors

**IMPORTANT INFORMATION**

**Absences and Tardiness:**
Students are expected to attend class regularly. A significant portion of your grade will depend on class attendance. More than three absences will affect your grade. Please note that these three days are not just free days; they are to be used for illness, emergencies or other unavoidable obligations that keep you from making it to class. If you are facing attendance issues, please see your instructor. Regardless of the nature of your absence, you will be held responsible for all work missed as well as for that which is due the following class (including preparation for exams).
Make-up exams:
Make-up exams will not be scheduled except for emergencies, legal obligations or business that requires the student to be out of town (proper written documentation required in all cases). Students need to request the make-up exam to the instructor at least one week before the originally-scheduled exam date. In case of emergency (proper written documentation required), when the student cannot foresee the need for a make-up exam one week in advance and is absent from the exam, s/he must contact the instructor within 24 hours of the original scheduled time for the test. In the case of the final exam, any make-up exams must be taken within 24 hours of the originally-scheduled time. Assignments and project must be submitted by the due date. They will not be accepted after the deadline.

Contact Information and e-mail communication:
Class announcements and activities will be posted on Blackboard. Students are required to check Blackboard at least once before every class meeting. Any email communication with the instructor will be through the student’s John Jay e-mail account. E-mails coming from other e-mail accounts will not be read. Students are thus encouraged to use their John Jay e-mail account only and regularly check their email. The instructor will try to answer all emails within 24-48 hours, Mon-Fri between 9 am and 7 pm.

Use of electronic devices in class
The use of mobile phones is not allowed in class. Students are requested to turn off/silence (not vibrate mode) their phones when coming into class. The use of mobile phones and other devices such as laptops, tablets or the like may be allowed for academic purposes only (e.g. taking notes, using electronic dictionaries…). Any other use (text, e-mail, social networks, chat, Internet browsing…) will not be tolerated. The instructor will inform students when they can use these devices. At certain points, the instructor can ask the students to turn them off as they may not be necessary for certain in-class activities.

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

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

CHEATING AND PLAGIARISM
Statement of the College Policy on Plagiarism
Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.
Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a
student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity).

Instructor’s note on cheating:
The use of Machine Translation software (Google Translate, Google Translator Toolkit, Babelfish/Systran, among others) will be considered cheating and is therefore PROHIBITED in this course. If a student is unsure about the appropriateness of using any tool of this nature, they are welcome to ask the instructor. Copying from other students’ translations/homework/papers/exams or allowing another to copy your work will be considered cheating. Cheating also includes unauthorized collaboration by family members/friends/professionals/etc. on a take-home assignment or examination. If any kind of cheating or plagiarism is detected in the work of a student, s/he will be reported to the College’s Academic Integrity Officer and will get a Pending grade. They instructor will impose an academic sanction ranging from failing the assignment involved to failing the whole course. In some cases, the Academic Integrity Officer may decide to impose a disciplinary sanction as well. For more information, please read John Jay College of Criminal Justice Undergraduate Bulletin, (http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity) and CUNY Policy on Academic Integrity (http://www.cuny.edu/about/administration/offices/ia/Academic_Integrity_Policy.pdf).

INCOMPLETE GRADE POLICY
An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.
TENTATIVE SCHEDULE
Please note that the daily syllabus may be subject to change. Please pay attention to in-class or Blackboard announcements.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Readings, assignments and homework</th>
</tr>
</thead>
</table>
| 1    | Introduction to the course.  
Pre-test.  
General vs. Specialized translation  
Features of specialized texts and their translation. | READING: Gonzalo & García, “Selección y evaluación de recursos lingúísticos en internet para el traductor especializado” [Selection and assessment of online linguistic resources for specialized translators], pp. 337-360  
HW: translate a scientific magazine article (300 words) |
| 2    | **SECTION 1: Scientific/technical texts**  
Description and analysis of text types and their characteristics. Identification of main translation problems. Description and use of resources for scientific/technical translation. Discussion of translation strategies.  
HW: translate a medical report (300 words) |
| 3    | Scientific translation (II): Medical texts  
The terminology of medical texts  
The importance of terminology. Terminology in the natural sciences. Register flexibility and adaptations to readers. | READING: Gonzalo & García, “La terminología en la traducción especializada” [Terminology in specialized translation], pp. 89-125  
HW: translate a medical report (300 words) |
| 4    | Technical translation: Instructive texts  
Accuracy in technical translation. Different systems of measurement. Translating measures – the need for conversions. Limitations of conversion strategies. | HW: translate excerpts of a user’s manual for a household appliance (500 words) |
| 5    | **SECTION 2: Economic texts**  
Description and analysis of text types and their characteristics. Identification of main translation problems. Description and use of resources for economic translation. Discussion of translation strategies.  
Economic translation (I): Journalistic texts  
HW: translate a newspaper/magazine article about economy/business (400 words) |
| 6    | Use of corpora  
Definition of corpora. Types of corpora. Use of corpora in translation. Corpus analysis tools and strategies. Online corpora. Ad-hoc corpus building  
HW: translate a business document using a small ad hoc corpus (250 words) |

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Review for midterm Midterm</td>
<td>Individual translation assignment due on midterm exam date</td>
</tr>
<tr>
<td></td>
<td>Description and analysis of text types and their characteristics.</td>
<td>HW: translate an excerpt of a literary work where different dialects are portrayed (400-500 words)</td>
</tr>
<tr>
<td></td>
<td>Identification of main translation problems.</td>
<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>Description and use of resources for literary translation. Discussion</td>
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<td></td>
<td>of translation strategies.</td>
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<tr>
<td></td>
<td>Literary translation (I): translating dialects and sociolects</td>
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<td></td>
<td>Characterization of dialects and sociolects in literature. Spelling,</td>
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<td>grammar and lexical alterations. Strategies for translation alterations.</td>
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<tr>
<td>9</td>
<td>Literary translation (II): translating humor</td>
<td><strong>READING:</strong> Landers, “Special problems in literary translation”, pp. 118-139</td>
</tr>
<tr>
<td></td>
<td>Manifestation of humor in literature. Translating puns, jokes and</td>
<td>HW: translate an excerpt of a literary work with a strong humor component (300-400 words)</td>
</tr>
<tr>
<td></td>
<td>culturally-based humor.</td>
<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>10</td>
<td><strong>SECTION 4: Audiovisual texts</strong></td>
<td><strong>READING:</strong> Agost, “Modalidades de traducción audiovisual” [Modalidades de audiovisual translation],</td>
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<tr>
<td></td>
<td>Description of modalities of audiovisual translation (dubbing,</td>
<td>chapter 1</td>
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<tr>
<td></td>
<td>subtitling, voice over, supertitling). Differences between modalities</td>
<td><strong>READING:</strong> Bánhegyi, “Screening Political Bias and Reality in Media Translations”</td>
</tr>
<tr>
<td></td>
<td>of audiovisual translation (lip sync, subtitle space restrictions).</td>
<td>HW: analysis of subtitles and dubbing of an episode of an American TV show (two-page report).</td>
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<td></td>
<td>Latin American vs. Spanish versions of audiovisual products.</td>
<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>Audiovisual translation (I): popular culture and translating register</td>
<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>and cultural elements</td>
<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>11</td>
<td>Subtitling practice</td>
<td><strong>READING:</strong> Karamitroglou, “A Proposed Set of Subtitling Standards in Europe.”</td>
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<td></td>
<td>Tasks of the subtitler (fragmentation, time coding, translation,</td>
<td>HW: subtitle a short documentary (5 min long)</td>
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<tr>
<td></td>
<td>synchronization, file merging). Subtitling rules. Description of</td>
<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>available software.</td>
<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>Audiovisual translation (II): subtitling a documentary</td>
<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>12</td>
<td><strong>SECTION 5: Project management</strong></td>
<td>HW: conduct the assigned tasks (according to role) for the translation group project</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of translation project management.</td>
<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>Coordination of group translation projects</td>
<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>*Definition of project management. Description of team members.</td>
<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>Responsibilities of project manager. Tasks of team members. Stages</td>
<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>of the process. Creation of groups for translation group project.</td>
<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>Assignment of roles and tasks. Completion of pre-translation stages.</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Day</td>
<td>Topic</td>
<td>Description</td>
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<tr>
<td></td>
<td>CAT tool practice (I): OmegaT</td>
<td>Focus on pre-translation stages: import, analysis (parsing, segmentation, alignment, terminology extraction), match retrieval, types of matches.</td>
</tr>
<tr>
<td>14</td>
<td>CAT tool practice (II): Déjà vu</td>
<td>Focus on post-translation stages: review, translation memory update, terminology database update, export, format.</td>
</tr>
<tr>
<td>15</td>
<td>Final exam – TBD</td>
<td>(check the College examination schedule for potential changes: <a href="http://www.jjay.cuny.edu/4056.php">http://www.jjay.cuny.edu/4056.php</a>)</td>
</tr>
</tbody>
</table>
New Course Proposal Form

Date Submitted March 10, 2014

1. a. **Department(s) or program(s)** proposing this course: Department of Modern Languages and Literatures

   b. **Name** and contact information of proposer(s): Aída Martínez-Gómez Gómez

      Email address(es): amartinez-gomez@jjay.cuny.edu
      Phone number(s): 212.621.3755

2. a. **Title of the course:** Internship in Spanish Translation and Interpretation

   b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst): Internship in Transl & Interpr

   c. **Level** of this course: _____100 Level _____200 Level _____300 Level ___X_400 Level

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

   The internship is a summative experience which builds upon courses taken before it and allows students to apply knowledge acquired in 200- and 300-level courses.

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

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

   This course is an **elective** in the Translation and Interpretation concentration of the new Spanish major. This course will complement the theoretical and practical regular courses by giving students the opportunity to put their skills into practice in real contexts. It will make students more marketable and competitive. Furthermore, this course is going to provide heritage learners at John Jay with the tools to use their bilingual skills and think about two languages in a professional context.

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 allow students to apply the knowledge and skills acquired in previous courses to professional settings. Students work a minimum of 96 hours in a public or private organization (translation agencies, government, social services, legal clinics, law firms, etc.). In addition, the course has a seminar component (15 hours), which meets throughout the semester and will cover student reflections on their experience in the field, and ethical and business-related aspects of the profession.

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

ENG 102/201, SPA 330, SPA 333, and SPA 340.

6. Number of:
   a. Class hours ___3___
   b. Lab hours ___0___
   c. Credits ___3___

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

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

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

   Upon completion of the course students will:
   • apply academic knowledge in a professional setting;
   • identify and practice general job skills (communication, interpersonal) and specific translation/interpreting skills required to work in the selected organization/agency;
   • evaluate their own performance in light of one’s expressed goals and learning outcomes;
   • analyze and compare their self-perception to the professional perception of the site supervisor;
   • reflect upon the ethics of the profession and apply critical thinking to solve translation problems and ethical conflicts.

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
9. Will this course be part of any major(s), minor(s) or program(s)?

   _____ No   _X___ Yes

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

   Elective in Translation and Interpretation concentration of Spanish major.

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

   No __X___ Yes ______ If yes, please indicate the area:

11. How will you assess student learning?

   Since internships cannot be assessed through our regular pre-and post-test method, we will rely on employer feedback and reports along with retention and completion rates.

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

   Yes__X__ No____

   • If yes, please state the librarian’s name Maria Kiriakova
   • Are there adequate resources in the library to support students’ work in the course
     Yes_________ No_____X____

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

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval February 19, 2014.
15. **Faculty** - Who will be assigned to teach this course? Aída Martínez-Gómez

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

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

  This is an academic internship course, which is based on the same principles as the academic internship courses offered by other departments, such as Accounting, Counseling, Corrections, Forensic Psychology, Forensic Science, Interdisciplinary Studies Program, International Criminal Justice, Latin American and Latino/a Studies, Math, Police Science, Political Science, Public Administration, and Sociology. This course shares the common goal of providing students with the opportunity of applying knowledge in a practical setting, but it obviously differs in the area of expertise students will be working in, in this case translation and/or interpretation. This course is in an entirely different and new field and does not duplicate the existing internship courses.

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

  ____Not applicable
  ____No
  __X__ Yes. If yes, give a short summary of the consultation process and results.

  We consulted with Prof. Monica Varsanyi, responsible for internships in the field of Political Science. She described how their internships are organized, the application process and its requirements, the structure of the seminar sessions, the communication with the site supervisor and the assessment process. We also consulted with Theresa Cruz-Paul from the Center for Career and Professional Development about the process for organizing internships and how the center supports the instructor of record and the students during the registration and evaluation processes.

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

  __X__ No
  ____Yes. If yes, number and name of course(s) to be withdrawn.

19. **Approvals:**

   Silvia Dapía

   Chair, Modern Languages and Literatures
JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th Street, 7th Floor, New York, NY 10019

SPA 4XX—Internship in Spanish Translation and Interpretation
Department of Modern Languages and Literatures

Instructor:
Schedule:
Location:
Office Hours:
Office:
E-mail:

Course description:
This course will allow students to apply the knowledge and skills acquired in previous courses to professional settings. Students work a minimum of 96 hours in a public or private organization (translation agencies, government, social services, legal clinics, law firms, etc.). In addition, the course has a seminar component (15 hours), which meets throughout the semester and will cover student reflections on their experience in the field, and ethical and business-related aspects of the profession.

Prerequisite: ENG 102/201, SPA 330, SPA 333, and SPA 340.

Eligibility requirements: Completion of at least 30 credits and a minimum grade point average of 2.5 (source: John Jay College Undergraduate Bulletin 2013/14: http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20132014.pdf)

Course Goals:
Upon completion of the course students will:

- apply academic knowledge in a professional setting;
- identify and practice general job skills (communication, interpersonal) and specific translation/interpreting skills required to work in the selected organization/agency;
- evaluate their own performance in light of one’s expressed goals and learning outcomes;
- analyze and compare their self-perception to the professional perception of the site supervisor;
- reflect upon the ethics of the profession and apply critical thinking to solve translation problems and ethical conflicts.

Readings

The following readings (articles and chapters) will be available on Blackboard:
Translation and Interpreting Studies 5:1, pp. 264-278

COURSE REQUIREMENTS

Students will spend a minimum of 96 hours working as translators and/or interpreters in a relevant public or private organization (translation agencies, governmental agencies and social service providers, legal clinics and law firms, among others).

Students will be responsible for finding a placement site through the Center for Careers and Professional Development’s (CCPD) online platform. They will be responsible for uploading their documents (résumé, cover letters, etc.), applying to the internship position(s) they are interested in, participating in the selection process as requested by the placement site and submitting all the required paperwork. This will all be done through CCPD’s online platform. Students must have completed this process and be ready to start their internships at their placement sites by the week before classes start.

At the internship site, students will have a supervisor, who will be in charge of monitoring their performance and act as a mentor inside the organization. Supervisors will track student attendance throughout the internship and will submit a final evaluation report through CCPD’s online platform.

Students are required to attend 15 hours of class seminars which will be held at John Jay on certain weeks during the semester (see schedule). These sessions will cover ethical and business-related aspects of the profession, as well as provide a space for discussion about the progress being made by the students in their placements. Students must attend all sessions.

Students will have to submit written assignments throughout the semester about their internship experience. They will have to bring these to the seminar sessions to serve as a basis for discussions. These assignments will be grouped and expanded to create a final report at the end of the semester. The report must be submitted to the instructor both in hard copy and via turnitin.com by the date of the final exam (as determined by the College final exam schedule)

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
ASSESSMENT

Grade weighting

A) Academic performance: 60%*
   - Participation and attendance (seminar sessions): 15%
   - Written assignments: 20% (5% each)
     1. Company/agency description and description of intern activities
     2. Analysis and critique of the organization of translation/interpreting services in the area and in the organization
     3. Reflection about translation problems encountered and strategies applied to solve them.
     4. Reflection about the role of the translator/interpreter
   - Final report (25%)

B) Internship performance: 40%*

Students will be responsible for keeping an updated timesheet on CCPD’s online platform, which the placement supervisor will approve weekly. At the end of the internship, and following a meeting with the student, placement supervisors will complete a detailed evaluation questionnaire on CCPD’s online platform. Both timesheets and questionnaire will be forwarded to the instructor for grading purposes.

* Students must receive a passing grade on both items to pass the course as a whole.

Final report requirements and structure

Length: approx. 5,000 words (not including references or appendices).
Language: Spanish.
Structure:
   - Title page
   - Abstract (max. 300 words)
   - Table of contents
   - Introduction
   - The internship (based on written assignment #1)
     o Company/agency description
       ▪ Include: Name of the company; Description of its activity; Position within the sector; Company Structure
     o Internship structure analysis
       ▪ How is the internship organized? What are the intern’s tasks? How are they assigned/supervised? How does mentoring work? Which were your expectations and how have they been met (or not)? Would you incorporate changes to better serve future interns?
   - Translation and interpreting services (based on written assignment #2)
     o How are T&I services organized overall in the area you worked (e.g. non-profit, social services, law firms, immigration support, etc.)? Review the literature. Compare with your experience. Analyze and critique how your organization fits in the larger system. Highlight examples of good practice and areas of improvement.
   - Translation problems (based on written assignment #3)
     o Reflect about translation difficulties and problems encountered. Use previous coursework (discussions and readings) as a basis for your discussion. Identify the sources of problems (linguistic, cultural, textual/discursive).
- Analyze critically your strategies to solve them. Justify successful strategies and suggest alternative solutions for unsuccessful ones. Reflect about how your T&I education has contributed to the development of required skills. Reflect about the skills you have developed during the placement.

- The role of the translator/interpreter (based on written assignment #4)
  - Reflect about the role of the translator/interpreter in the area you worked in. Discuss instances of visibility/invisibility. Discuss challenges to ethical principles. Discuss the appropriateness of applying the existing courses of professional conduct to the particular area you worked in.
  - Analyze critically your own experiences in terms of ethical conflicts. Discuss pressures exerted by different parties. Discuss issues of power differentials (especially if interpreting in public service settings). Justify successful strategies and suggest alternative solutions for unsuccessful ones.

- Conclusions
  - Analyze and critique your internship. Highlight benefits and shortcomings. Suggest better practices/approaches. Discuss issues that you have discovered during your internship (both about the sector, the job and yourself). Connect your discussion with previous academic coursework and assess benefits and shortcomings of previous coursework. Discuss how the internship is influencing your thinking about future career goals.

- References
- Appendices (materials that show your work during the internship)

OVERALL GRADE

The John Jay Undergraduate Bulletin allows for the following grades only:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A, A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+,B,B-</td>
<td>Very Good</td>
</tr>
<tr>
<td>C+,C</td>
<td>Satisfactory</td>
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<tr>
<td>C-,D+,D,D-</td>
<td>Poor</td>
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<td>F</td>
<td>Failure</td>
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<td>WU</td>
<td>Withdrew Unofficially</td>
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<td>P</td>
<td>PASS</td>
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<td>R</td>
<td>REPEAT</td>
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SCORING RUBRICS

SCORING RUBRICS FOR WRITTEN ASSIGNMENTS AND REPORT

These guidelines have been adapted from excellent grading rubrics available at: http://www.fordham.edu/halsall/med/rubric.html

Exemplary (A)

**Thesis:** Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

**Structure:** Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

**Use of evidence:** Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

**Analysis:** Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.
Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics of the essay: Sentence structure, grammar, and diction excellent; correct use of punctuation; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

Mechanics of MLA format: Correct use of MLA citation style.

Proficient (B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.


Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics of the essay: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

Mechanics of MLA format: MLA citation style often used correctly.

Marginal (C/D)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation and spelling. May have several run-on sentences or comma splices.

Mechanics of MLA format: Errors in MLA citation style.

Unacceptable (F)

Thesis: Difficult to identify or absent; may be bland restatement of obvious point.
**Structure:** Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

**Use of evidence:** Very few or very weak examples. General failure to support statements, or evidence does not appear to support statements. Quotes not integrated into sentences; "plopped in" in improper manner. No citations for the sources of evidence or quotations.

**Analysis:** Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence relating to it.

**Logic and argumentation:** Ideas do not flow logically, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

**Mechanics of the essay:** Major problems in sentence structure, grammar, and diction. Frequent major errors in punctuation and spelling. Includes many run-on sentences, comma splices, and other examples of poor grammar.

**Mechanics of MLA format:** Frequent major errors in MLA citation style.

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**SCORING RUBRICS FOR CLASS PARTICIPATION**

**Exemplary (A):**
The student
- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- asks pertinent questions
- is always prepared
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

**Proficient (B):**
The student
- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers

**Marginal (C-D):**
The student
- participates more passively than actively
- is frequently not well prepared

**Unacceptable (F):**
The student
- participates grudgingly or not at all in activities
- generally does not cooperate in group activities
- fails to correct repeated errors

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Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
IMPORTANT INFORMATION

Absences and Tardiness:

Fieldwork: All students must complete 100 hours of fieldwork. Prior to the beginning of their internship, their schedule will be set in coordination with the site supervisor. In the event of illness, emergencies or other unavoidable obligations, the student will need to notify the site supervisor immediately that he/she will not be able to attend, and will have to present proper written documentation justifying the absence. The student’s schedule will have to be rearranged to make up for lost work days (adding extra hours or additional days) so that he/she completes the required 100 hours of fieldwork.

Seminars: Students are expected to attend all seminar sessions. A significant portion of your grade will depend on class attendance. More than one absence will affect your grade. Please note that this day is not just a free day; it is to be used for illness, emergencies or other unavoidable obligations that keep you from making it to class. If you intend to observe a religious holiday, please talk to your instructor at the beginning of the semester. Late arrivals and early departures disrupt the flow of class and are unacceptable. Regardless of the nature of your absence, you will be held responsible for all work missed as well as for that which is due the following seminar.

Final project deadline:
The final project will not be accepted after the deadline, except for emergencies, legal obligations or business that requires the student to be out of town. Students need to request an extension to the instructor at least one week before the originally-scheduled exam date. In case of emergency, when the student cannot foresee the need for an extension one week in advance and fails to submit it, s/he must contact the instructor on the submission day.

Contact Information and e-mail communication:
Any email communication with the instructor will be through the student’s John Jay e-mail account. E-mails coming from other e-mail accounts will not be read. Students are thus encouraged to use their John Jay e-mail account only and regularly check their email.
The instructor will try to answer all emails within 24-48 hours, Mon-Fri between 9 am and 7 pm.

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

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

CHEATING AND PLAGIARISM
Statement of the College Policy on Plagiarism
Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.
Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a
student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards – Academic Integrity).

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

TENTATIVE SCHEDULE
Please note that the daily syllabus may be subject to change. Please pay attention to in-class or Blackboard announcements.

Seminar 1 (week 1)
- Orientation by the Center for Career and Professional Development (half-session): requirements for internships, timesheets, sexual harassment mandatory training, choice of one of two professional development workshops (TBD)
- Orientation by instructor (half-session)
  o Review of syllabus and course requirements.
  o Group analysis of the process of applying for an internship: preconceptions, skills required and developed, difficulties, similarities and differences with job applications.
  o Discussion of students’ expectations for the internship; academic, professional and personal goals.
  o Discussion: the T&I market
    ▪ Fields of work, sources of employment, areas of expertise.
  o Readings:
    • Robinson, “External knowledge: the user’s view”, pp. 5-20
    • Robinson, “Internal knowledge: the translator’s view”, pp. 21-46

Seminar 2 (week 4)
- Group discussion of placement sites: areas of work, structure of internships, tasks assigned, mentoring/supervision
  o Submit written assignment #1
- Professional demeanor
  o Discussion of professional issues: dress code, punctuality, confidentiality, communication with colleagues and superiors, team-work, communication with clients,
listening skills, building trust.

- Video: Improv(e), Jen Oleniczak, TEDxCortland
  (http://tedxtalks.ted.com/video/Improve-Jen-Oleniczak-at-TEDxCo) (How improv theatre sharpens professional skills)

- **Readings:**
  - Gouadec, “The translating profession”, pp. 87-142 (excerpts)
  - Gouadec, “Living in a crowd: Interacting with no end of ‘partners’”, pp. 219-234
  - Edwards, Alexander & Temple, “Users’ experiences of interpreters. The critical role of trust”, pp. 77-95

**Seminar 3 (week 7)**
- Group discussion of the organization of T&I services:
  - Language policies for public services, language rights of minorities, translation and interpreting for the community, international overview of organization of services in different areas.
    - **Readings:**
      - Ozolins, “Factors that determine the provision of Public Service Interpreting: comparative perspectives on government motivation and language service implementation”, pp. 194-215
  - Discussion of students’ experience: how does the organization of T&I services in your placement site illustrates or represents an exception to general trends? Are language policies applied in your sector? Are they explicit or implicit? To what extent are they followed? What factors influence decisions (economic, political, sociocultural, etc.)? How does the organization of services impact the provision of translation and interpretation to Spanish-speaking individuals and their access to the agency?
  - **Submit written assignment #2**
  - Discussion: Building a profession:
    - What contributes to creating a profession? The problems with unqualified translators and interpreters. Is being bilingual enough? The word in the street. The requirements of public service providers. Community pressures. Were you children interpreters for your families? Share experiences.
    - The role of professional associations. Certification and accreditation processes and agencies.
      - **Readings:**
        - Gouadec, Recognition: Qualifications, titles, status and regulations, pp. 245-260.
        - Angelelli, “A professional ideology in the making. Bilingual youngsters interpreting for their communities and the notion of (no) choice”, pp. 231-245

**Seminar 4 (week 11)**
- Group discussion of translation problems:
  - Critical analysis of main translation problems encountered (not of interpersonal nature): linguistic, cultural, textual/discursive, paralinguistic, intertextual, etc. Group input: how would you have solved that problem? What are the advantages and disadvantages of solutions X, Y and Z? How did the relevant student solve it? What can we all say about
that strategy?
- Revise your readings from SPA 330 for taxonomies of translation problems and strategies if you do not remember.
- **Submit written assignment #3**
  - Discussion: The role of the translator/interpreter
    - What is the role of the translator/interpreter? Who determines it? The tensions between users and professional associations. Are translators/interpreters neutral? Are they invisible? Can they be?
    - **Readings:**
  - **Overview of codes of ethics:**
    - American Translators’ Association: 
    - AIIC – International Association of Conference Interpreters
      [http://aiic.net/page/54/code-of-professional-ethics/lang/1](http://aiic.net/page/54/code-of-professional-ethics/lang/1)
    - National Association of Judiciary Interpreters & Translators:
      [http://www.najit.org/about/NAJITCodeofEthicsFINAL.pdf](http://www.najit.org/about/NAJITCodeofEthicsFINAL.pdf)

Seminar 5 (week 14)

- **Group discussion of interpersonal/ethical problems experienced in the placement site:**
  - What is the role expected of a translator/interpreter in the area you worked in? And your organization? Did you suffer tensions caused by conflicting expectations from clients/supervisors? What ethical behavior was expected of you in your placement site? Did you have to face ethical conflicts? How did you solve the problem? How did you feel? Did you follow professional codes of ethics? Why (not)? Do you think professional codes of ethics help?
  - **Readings:**
    - Clifford, “Is Fidelity Ethical? The Social Role of the Healthcare Interpreter”, 89-114
    - Bahadir, “The task of the interpreter in the struggle of the other for empowerment. Mythical utopia or sine qua non of professionalism”, pp. 264-278
  - **Readings**
    - Gouadec, “Here we go! Finding (and holding on to) clients”, pp. 187-197

**Final project due on final exam date**
Course Revision Form

Date Submitted: 08 December 2014

1. Name of Department or Program: Department of Sciences

2. Contact information of proposer(s):
   Name(s): Nathan H. Lents
   Email(s): nlents@jjay.cuny.edu
   Phone number(s): 646.557.4504

3. Current number, title, and abbreviated title of course: Bio101: Paced Modern Biology I-A

4. Current course description:

   Paced Modern Biology 1-A is the first course in the two-semester alternative to Modern Biology I for those students who do not place into Biology 103. The series is an in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismic levels. Topics in Biology 1-A include cell structure and function, structure and function of macromolecules, energetic, cellular respiration and photosynthesis.

   a. Number of credits: 2
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: BIO 101 is available to students who do not place into BIO 103 and are majoring in Forensic Science.

5. Describe the nature of the revision:

   1) Change to pre-requisites
   2.) Revise the course description to reflect entrance requirement changes.

6. Rationale for the proposed change(s):

   The Department of Sciences has crafted a multi-prong approach to increase student success in the first year of the majors offered by the Department of Sciences (e.g. Cell and Molecular Biology (CMB) major and all proposed majors to follow, such as TOX). The first is a proposal to enact admissions standards and alternative paths of entry into the science majors. That proposal was unanimously passed by UCASC in October 2014. The second prong of our approach, which is independent of the first prong, is to implement placement exams in our introductory biology and chemistry courses. And our final approach is to revise the course proposals to reflect the new admission and entrance schemes. Bio101 needs to reflect these new requirements and describe the course according to the new scheme.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description:

      This course is intended for students who are majoring in, or intend to major in, Forensic Science, Cell and Molecular Biology, and Toxicology and all majors offered by the Department of Sciences. Paced Modern Biology 1-A is the first course in the two-semester alternative to Modern Biology I. The series is an in-depth exploration of the basic properties of living systems on the molecular, cellular and organismic levels. Topics in Biology 1-A include cell structure and function, structure and function of macromolecules, energy, cellular respiration, and photosynthesis.

      Note: Placement exam may be taken at the Math and Science Resource Center.

   b. Revised course title: N/A
   c. Revised abbreviated title: N/A
   d. Revised learning outcomes: N/A
   e. Revised assignments and activities related to revised outcomes: N/A
   f. Revised number of credits: N/A
   g. Revised number of hours: N/A
   h. Revised prerequisites:
      - Biology Placement Exam AND student is majoring in FOS, CMB or TOX; OR
      - Prerequisite or co-requisite: CHE 100; and MAT 105 or 141 or 241 or higher

      Note: Students desiring to minor in Biology should contact the Minor Coordinator.

8. Enrollment in past semesters:
   F '14: ~175   F '13: ~175

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
   No _X__   Yes ___   If yes, please indicate the area:

10. Does this change affect any other departments?
    XX__ No ______  Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: December 14, 2014

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Kobylinski – Chair, Department of Sciences; Coordinator, Forensic Science (FOS) major;
    Lents – Coordinator, Biology Minor; Coordinator, Cell and Molecular Biology (CMB) major;
    Sheehan – Coordinator, Introductory Chemistry courses

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 08 December 2014

1. Name of Department or Program: Department of Sciences

2. Contact information of proposer(s):
   Name(s): Nathan H. Lents
   Email(s): nlents@jjay.cuny.edu
   Phone number(s): 646.557.4504

3. Current number, title, and abbreviated title of course:
   Bio103: Modern Biology 1

4. Current course description:

   Modern Biology I is the first half of an in-depth exploration of the basic properties of living systems on the molecular and cellular levels. Students will be introduced to cell structure, metabolism and respiration, photosynthesis, and genetics. Representative organisms from the prokaryotic and eukaryotic kingdoms are studied in detail. The laboratory portion of the course is designed to reinforce the concepts taught in the lecture and to teach basic laboratory skills. This course is designed for students with a science background and for Forensic Science majors.

   a. Number of credits: 5
   b. Number of class hours (please specify if the course has lab hours): 7.5: (3 lec, 3 lab, 1.5 rec)

   c. Current prerequisites: SAT Verbal score of 520 or higher or completion of the New York State Biology Regents with a score of at least 80%. Students who did not take the Biology Regents will need departmental permission.

5. Describe the nature of the revision:

   1.) Modify the prerequisites.
   2.) Change the course description to reflect pre-requisites and entrance exam.

6. Rationale for the proposed change(s):

   We have crafted a two-prong approach to increase student success in the first year of the FOS major (and the newly created CMB major). The first is a proposal to enact admissions standards and alternative paths of entry into the science majors. That proposal was unanimously passed by UCASC in October 2014. The second prong of our approach, which is independent of the first prong, is to implement placement exams in our introductory biology and chemistry courses. That is the basis of this course revision.

   Placement exams are quite common for majors-level study in the sciences, both at peer CUNY institutions and at top-tier universities. As is the case with foreign languages and mathematics, students begin university studies with a wide range of exposure, knowledge, and skills in biology and chemistry, independent of their general academic preparedness. A carefully constructed and validated placement exam can help place students into courses where they are most likely to succeed.
Once accepted into a science major, students have two possible entry points for introductory biology, Biology 101 (Paced Modern Biology 1A) or Biology 103 (Modern Biology 1). We now require a placement exam for students in the FOS, CMB, or TOX major who wish to begin in Biology 103, rather than Biology 101.

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

   a. Revised course description:

   This course is for students majoring in Forensic Science, Cell and Molecular Biology, or Toxicology, or minorinig in Biology or Chemistry, and who have a strong math and science background. Modern Biology I is the first half of an in-depth exploration of the basic properties of living systems on the molecular and cellular levels. Students will be introduced to cell structure, metabolism and respiration, Photosynthesis, and genetics. Representative organisms from the prokaryotic and eukaryotic kingdoms are studied in detail. The laboratory portion of the course is designed to reinforce the concepts taught in the lecture and to teach basic laboratory skills.

   Note: Placement exam may be taken at the Math and Science Resource Center.

   b. Revised course title: NA
   c. Revised abbreviated title: NA
   d. Revised learning outcomes: NA
   e. Revised assignments and activities related to revised outcomes: NA
   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites:

   - Biology placement exam AND
   - Must be majoring in FOS, CMB or TOX, AND
   - Prerequisite or co-requisite: MAT 105, or 141 or 241 or higher

   Note: Students desiring to minor in Biology should contact the Minor Coordinator.

8. Enrollment in past semesters:

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
   No ___    Yes ___XX___  If yes, please indicate the area:

   This course is already a STEM Variant in the Required Core: Life and Physical Sciences or Flexible Core: Scientific World).

10. Does this change affect any other departments?
    ___XX___ No    _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: December 14, 2014

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Kobilinsky – Chair, Department of Sciences; Coordinator, Forensic Science (FOS) major;
    Lents – Coordinator, Biology Minor; Coordinator, Cell and Molecular Biology (CMB) major;
    Sheehan – Coordinator, Introductory Chemistry courses

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 08 December 2014

1. Name of Department or Program: Department of Sciences

2. Contact information of proposer(s):
   Name(s): Lawrence Kobilinsky
   Email(s): lkobilinsky@jjay.cuny.edu
   Phone number(s): 212-237-8884

3. Current number, title, and abbreviated title of course: Che100: Preparation for General Chemistry

4. Current course description:

   A course in chemistry to prepare students for the level of work covered in CHE 103-104. Instruction will be given in the fundamental concepts of chemistry. The course provides the requisite skills needed to solve problems. Open to students who have not had high school chemistry or students recommended by the department.

   a. Number of credits: 1
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: Mat 103 or the equivalent

5. Describe the nature of the revision:

   1.) Modify the course description.
   2.) Change the prerequisites or co-requisite.
   3.) Change the course grading scheme to pass/fail.

6. Rationale for the proposed change(s):

   1. Revision of the course description is needed in order to ensure that all students (as well as faculty and advising staff) are clear about the purpose of the course and which students should take it. The content and focus of the course have not changed. Rather, we wish to more fully describe the nature and purpose of the course.

   2. A key aspect of the new science admission requirement is Che100 (a preparatory course) as a pre-requisite or co-requisite for students who have placed into Mat105 but are not yet ready for Che101.

   3. Lastly, we also wish to change the course to pass/fail. This is in keeping with one of the key aspects of how our proposal treats incoming students. Currently, students who do not yet have the skills needed to succeed in chemistry are at great risk of suffering harm to their GPAs when they attempt courses in the science majors that they are not prepared to take. While some students do develop the needed skills and succeed in introductory chemistry, those who don’t often leave the science major with several Ds or Fs on their transcript. This can permanently drag down a student’s GPA. By switching the Che100 preparatory course to pass/fail, there will be no impact on GPA whatsoever. Students who fail the course will not be allowed to begin Che101, but they will not suffer
from a poor GPA. In a sense, a pass/fail Che100 course becomes a no-risk opportunity for students to attempt development of the necessary skills for success in Che101. At the same time, because the course is only one credit, students in danger of failing taking 13 or more credits can drop the course by the “drop date” with little worry about dropping to part-time status, which would bring financial aid consequences. Students being able to drop the course can also avoid an “F” appearing on their transcript.

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

      Chemistry 100 is a preparatory course for students wishing to major or minor in a science discipline (forensic science, biology, toxicology or chemistry, i.e. all majors and minors offered by the Department of Sciences), but are not eligible for direct entry into Chemistry 101. This course covers the basic skills necessary to succeed in general chemistry including mastery of chemistry problem solving, arithmetic and algebra as applied in chemistry and biology, strategies for learning and studying science material, critical thinking and analysis, and science writing. Students who pass this course are then eligible to take Chemistry 101.

      Note: This course is graded on a pass/fail basis

   b. Revised course title: N/A
   c. Revised abbreviated title: N/A
   d. Revised learning outcomes: N/A
   e. Revised assignments and activities related to revised outcomes: N/A
   f. Revised number of credits: N/A
   g. Revised number of hours: N/A
   h. Revised prerequisites:
      • Pre-requisite or co-requisite: Mat 105, 141, 241 or higher; and
      • Restricted to student group code of pre-science

   i. Revised grading scheme: Change course to Pass/Fail grading scheme.

8. Enrollment in past semesters: (Not offered recently)

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: December 14, 2014

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

    Kobilinsky – Chair, Department of Sciences; Coordinator, Forensic Science (FOS) major;
    Lents – Coordinator, Biology Minor; Coordinator, Cell and Molecular Biology (CMB) major;
    Sheehan – Coordinator, Introductory Chemistry courses
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 08 December 2014

1. Name of Department or Program: Department of Sciences

2. Contact information of proposer(s):  
   Name(s): Lawrence Kobilinsky  
   Email(s): lkobilinsky@jjay.cuny.edu  
   Phone number(s): 212-237-8884

3. Current number, title, and abbreviated title of course: Che101: General Chemistry 1A

4. Current course description:

   This course is primarily intended for students who have not taken high school chemistry or who have received a grade of less than 80% on the New York State Chemistry Regents Examination but are interested in being a Forensic Science or Fire Science major, or are interested in developing a strong knowledge base of general chemistry principles. The course provides students with a better understanding of the chemical world around us and is a prerequisite for more advanced chemistry courses. CHE 101 is the first semester of the two-semester CHE 101–102 sequence, which is equivalent in content to CHE 103 but done at a slower pace with emphasis on developing needed skills. Topics include: a review of basic mathematical tools used in chemistry, the structure of the atom, stoichiometric calculations, aqueous solutions, gases, and an introduction to the periodic table of elements. Open to students who have not had high school chemistry, or who received a grade of C or lower in high school chemistry, or who received a grade of less than 80% on the Chemistry Regents. The entire 101–102 series must be completed in order to receive credit as a general education science equivalent.

   a. Number of credits: 2
   b. Number of class hours (please specify if the course has lab hours): 4: (3 lec, 1 rec)
   c. Current prerequisites: Open to students who have not had high school chemistry, or who received a grade of C or lower in high school chemistry, or who received a grade of less than 80% on the Chemistry Regents. This course is restricted to Forensic Science majors. Co-requisite: Mat105.

5. Describe the nature of the revision:

   1.) Modify the prerequisites.
   2.) Adjust the course description.
   3.) There is an error in the bulletin regarding the number of hours for the course. It is not 4 hours, it is 4.5 hours. The recitation session is and has been one full period (1.5h), not just one hour.
6. Rationale for the proposed change(s):

The Department of Sciences has crafted a multi-prong approach to increase student success in the first year of the FOS major (and the newly created Cell and Molecular Biology (CMB) major and all proposed majors to follow, such as TOX). The first is a proposal to enact admissions standards and alternative paths of entry into the science majors. That proposal was unanimously passed by UCASC in October 2014. The second prong of our approach, which is independent of the first prong, is to implement placement exams in our introductory biology and chemistry courses. And our final approach is to revise the course proposals to reflect the new admission and entrance schemes. In order to ensure that students are not allowed to attempt courses that they are not prepared to take, we must require completion of Che100 before registration for Che101 is allowed for students who are not declared FOS or CMB majors. Che101 needs to reflect these new requirements and describe the course according to the new scheme.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description:
      This course is intended for students who are majoring in, or intend to major in, Forensic Science, Cell and Molecular Biology, Toxicology or Fire Science; or minor in Chemistry or Biology. Che101 provides students with a better understanding of the chemical world around us and is a prerequisite for more advanced chemistry courses. CHE 101 is the first semester of the two-semester CHE 101–102 sequence, which is equivalent in content to CHE 103. Topics include: a review of basic mathematical tools used in chemistry, the structure of the atom, stoichiometric calculations, aqueous solutions, gases, and an introduction to the periodic table of elements. The entire 101–102 series must be successfully completed in order to receive credit as a general education science equivalent. Students who do not meet the requirements for immediate declaration of a science major upon admission must first take Che100 to develop the skills necessary to succeed in this course.
      Note: Placement exam may be taken at the Math and Science Resource Center.

   b. Revised course title: N/A
   c. Revised abbreviated title: N/A
   d. Revised learning outcomes: N/A
   e. Revised assignments and activities related to revised outcomes: N/A
   f. Revised number of credits: N/A
   g. Revised number of hours: 4.5 (3 lecture, 1.5 recitation)
   h. Revised prerequisites:
      • Chemistry Placement exam AND Student is majoring in FOS, TOX, CMB; OR
      • Prerequisite: Che100 and Prerequisite: Mat105, 141, 241 or higher
      Note: Students desiring to minor in Chemistry to contact the Minor Coordinator.

8. Enrollment in past semesters:
   F ’14: ~175    F ’13: ~175

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
   No  X__    Yes ___    If yes, please indicate the area:
10. Does this change affect any other departments?
   ___ XX ___ No ___ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: December 14, 2014

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Kobilinsky – Chair, Department of Sciences; Coordinator, Forensic Science (FOS) major;
    Lents – Coordinator, Biology Minor; Coordinator, Cell and Molecular Biology (CMB) major;
    Sheehan – Coordinator, Introductory Chemistry courses
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Course Revision Form

Date Submitted: 08 December 2014

1. Name of Department or Program: Department of Sciences

2. Contact information of proposer(s):
   Name(s): Lawrence Kobilinsky
   Email(s): lkobilinsky@jjay.cuny.edu
   Phone number(s): 212-237-8884

3. Current number, title, and abbreviated title of course:
   Che103: General Chemistry 1

4. Current course description:
   This is a basic course in chemistry dealing with modern atomic and molecular theory. It introduces the basic properties and reactions of the elements and the compounds, which will be explored in greater detail in General Chemistry II. Laboratory exercises stress principles of qualitative and semi-quantitative experimentation. They will foster a better understanding of chemical principles and ensure that the necessary skills are developed to work in a scientific laboratory safely and effectively. This course is designed for students with a science background and for Forensic Science and Fire Science majors. Regents level high school chemistry is highly desired.

   a. Number of credits: 5
   b. Number of class hours (please specify if the course has lab hours): 7.5: (3 lec, 3 lab, 1.5 rec)
   c. Current prerequisites: Placement into MAT 141 or higher, or placement into MAT 104 or MAT 105 and a score of 80% or higher on the New York State Chemistry Regents. Students who did not take the Chemistry Regents will need departmental permission.

5. Describe the nature of the revision:
   1.) Modify the prerequisites
   2.) Change the course description to describe the pre-requisites and placement exam.

6. Rationale for the proposed change(s):
   We have crafted a two-prong approach to increase student success in the first year of the FOS major (and the newly created CMB major). The first is a proposal to enact admissions standards and alternative paths of entry into the science majors. That proposal was unanimously passed by UCASC in October 2014. The second prong of our approach, which is independent of the first prong, is to implement placement exams in our introductory biology and chemistry courses. That is the basis of this course revision.

   Placement exams are quite common for majors-level study in the sciences, both at peer CUNY institutions and at top-tier universities. As is the case with foreign languages and mathematics, students begin university studies with a wide range of exposure, knowledge, and skills in biology and chemistry, independent of their general academic preparedness. A carefully constructed and validated chemistry placement exam can help place students into courses where they are most likely to succeed.

   Once accepted into a science major, students have two possible entry points for general chemistry, Chemistry 101 (General Chemistry 1A) or Chemistry 103 (General
Chemistry 1). We already have a scheme for placing student into these two paths (see above, current prerequisites). However, extensive analysis from the Office of Institutional Research has identified more predictive metrics for success in the first year of science study, focused particularly on chemistry success. Those metrics shall be used within the admissions criteria for science majors. A specific placement exam for chemistry is now needed.

We now require a placement exam for students in the FOS, CMB, TOX or FireSci major, and Biology or Chemistry minors, who wish to begin in Chemistry 103, rather than Chemistry 101.

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

a. Revised course description:

This course is for students majoring in Forensic Science, Cell and Molecular Biology, Toxicology, Fire Science, or minoring in Biology or Chemistry, and who have a strong math and science background. Using a molecular approach, it provides a comprehensive (lecture, recitation, laboratory) first year introduction to the principles of chemistry, with topics that include modern atomic and molecular theory, basic properties and reactions of the elements and compounds, chemical quantities and aqueous reactions, the quantum mechanical model of the atom, gases, thermochemistry, periodic properties of the elements and stoichiometry, which will be explored in greater detail in General Chemistry II. Laboratory exercises stress principles of qualitative and semi-quantitative experimentation. They will foster a better understanding of chemical principles and ensure that the necessary skills are developed to work in a scientific laboratory safely and effectively.

Note: Placement exam may be taken at the Math and Science Resource Center.

b. Revised course title: N/A
c. Revised abbreviated title: N/A
d. Revised learning outcomes: N/A
e. Revised assignments and activities related to revised outcomes: N/A
f. Revised number of credits: N/A
g. Revised number of hours: N/A
h. Revised prerequisites:

   - Chemistry placement exam AND majoring in FOS, CMB or TOX

Note: Students desiring to minor in Chemistry should contact the Minor Coordinator. Students majoring in Fire Science with a strong math and science background should contact the Sciences Department.

8. Enrollment in past semesters:


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

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

This course is already a STEM variant for Required Core: Life and Physical Sciences or Flexible Core: Scientific world areas of Gen Ed
10. Does this change affect any other departments?
   ___ No     ___XX_ Yes (if so what consultation has taken place)?

   Prof. Swenson, of the Sciences Department, reached out to the faculty in the Fire Science major
to alert them to this change. The Fire Science faculty will be revising their major next year, so
this change should not affect their students. For current students, many of them end up in CHE
101-102 and they succeed at a higher rate than CHE 103.

11. Date of Department or Program Curriculum Committee approval: December 14, 2014

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Kobilinsky – Chair, Department of Sciences; Coordinator, Forensic Science (FOS) major;
    Lents – Coordinator, Biology Minor; Coordinator, Cell and Molecular Biology (CMB) major;
    Sheehan – Coordinator, Introductory Chemistry courses
This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.

(Please note: for significant content changes you may be asked to complete a New Course Proposal Form). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.

Date Submitted: October 6, 2014

1. Name of Department or Program: Communication and Theatre Arts

2. Contact information of proposer(s):

   Name(s): Dara N. Byrne, PhD
   Email(s): dbyrne@jjay.cuny.edu
   Phone number(s): (212) 237-8179

3. Current number, title, and abbreviated title of course: COM 250 Persuasion

4. Current course description:

   A study of theories and practical applications of persuasion as a communication process. Classical and contemporary literature will be used to explore elements of persuasion utilized in propaganda, advertising, politics, the media and interpersonal communication. The role of values, beliefs and attitudes, as well as the place of rhetorical proofs in the persuasive message will be examined. Students will have the opportunity to participate in various structured activities.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101; SPE 113 or COM 113
5. Describe the nature of the revision:

Revision to the prerequisites, course description and learning outcomes. Course assignments and readings have been revised to map more closely to the new General Education learning outcomes in the Communications Area. The assignments are scaffolded to improve students’ understanding of the material, to give more feedback between instructors and students, and to include a deeper understanding of the relationship between communication and social influence.

6. Rationale for the proposed change(s):

This course has been revised to become more consistent with new directions in the General Education Communication Area. Additionally, the course reflects current standards in communication courses as developed by the National Communication Association.

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

   a. Revised course description:

   This course introduces students to classic and contemporary theories of persuasion to help them understand how communication influences social behavior and attitudes. Students will examine the nature of persuasive messages in everyday life, learn how to manipulate the formal elements of language to construct effective persuasive messages, engage with techniques that are used to influence mass behavior, learn media persuasion strategies, and understand how to use persuasion in an ethical manner.

   b. Revised course title: No change

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): No change

   d. Revised learning outcomes. Students will:

   1. Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.
   2. Maintain self-awareness and critical distance
   3. Work collaboratively
   4. Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society
e. Revised assignments and activities related to revised outcomes

Learning Outcome 1, 2, 3, and 4
Speech Writing Project (20%)
Students will select a political figure and write a persuasive speech for him or her. The final 4-5 minute speech, which is also delivered, must include a 2-page description of the speaker and a critical assessment of the persuasive goals, the audience, the persuasive context. This assignment demonstrates students’ understanding of Classical (intentional) principles of persuasion. To prepare for all presentation of this assignment students collaborate in class peer review workshops.

Learning Outcome 1, 2, 3, and 4
Social Influence Analysis (20%)
Students will analyze a company, a persuasive campaign (political or media), or organization and use symbolist strategies to develop their own public relations campaign, public address, slogan, website, infographic, etc. that will exert influence over a target audience. The objectives of this project are to encourage students to become familiar with and creatively apply the persuasive principles from the Symbolist perspective. A final written report of 4-5 pages explaining the strategies, research, and justification including bibliography will be submitted. Attention should be given to organization, content, and depth. Students will also present an oral report of their project to the class. To prepare for the presentation of this assignment students collaborate in class peer review workshops.

Learning Outcome 2 and 4
Critical Focus Analysis (15%)
Students will analyze one example of propaganda that seeks to undermine social justice, either as an idea or as a practice. The critical focus assignment emphasizes an application and critical understanding of Institutional persuasion, ideology, and propaganda theories. This 3-4 page critique should identify the persuasive intent, review persuasive techniques, and assess persuasive effectiveness or impact. The analysis is an exercise in critical thinking, observation and writing.

Learning Outcome 1, 3, and 4
Application Exercise (10%)
Students will develop an in-class exercise that puts to use the theory or technique under discussion. For example, an application exercise would involve providing a basic summary of the week’s readings, then leading the class through an analysis of persuasive materials such as an advertisement, a speech, brochures, text from a website, or any other supplementary materials that would help the class make use of the specific theory or technique. The goal of
these presentations is to help the class make better use of the readings and to put them into a more relevant context. Students are welcome to work in pairs.

Learning Outcome 2
Examinations (Midterm 15% and 4 quizzes 10%)
There is a take home mid-term and an optional take home final examination. Each is designed to assess the students' knowledge and understanding of the text, discussions, and other relevant course materials. There are four short quizzes throughout the semester

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 101

8. Enrollment in past semesters:

In fall 2009, there were 22 students enrolled in this course. Spring 2015, 11 students.

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

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

College Option:

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

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

This course teaches students to analyze persuasion and social influence using classic, contemporary, and mass communication theories. Students critically engage with the possibilities and limitations of each approach as well as ethical considerations. Understanding the range of rhetorical practices will help students to become more critically aware of persuasive messages in everyday life. They will also learn how to apply the formal elements of language to construct effective persuasive messages, discover how persuasion influences behavior, develop strategies to protect themselves
from unwanted influences, and learn how to use persuasion in an ethical manner. Students write and deliver two persuasive messages as well as study the persuasive techniques of others, both well-known public messages and those of their peers. Students are expected to listen closely to the presentations of classmates and will respond to them, critically but constructively. This course supports the common core goal of teaching students essential strategies for gathering, selecting, organizing, and presenting research effectively.

By the end of this course students will know, understand, and be able to articulate the three core persuasive concepts. The two major assignments, the ghost writing assignment and the social influence project, require students to express themselves in oral and written form. Presentations require a minimum of 5-6 scholarly peer reviewed sources from the discipline. Throughout the course, assigned readings and consequent discussion informs the research assignment and furthers student knowledge and understanding of persuasion and how such techniques are used to impact them. Students learn to apply the material by developing their own in-class/group exercises. Students partner for peer reviews of draft assignments and learn to give informed but appropriate feedback. In addition to meeting the Learning outcomes for the Communications are, this course reinforces the skills required in the Flexible Core portion of the GE for gathering, selecting, organizing and presenting research effectively.

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

- Every semester ______ Number of sections: ______
- Fall semesters only ______ Number of sections: ______
- Spring semesters only ___x___ Number of sections: ___1___

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: October 15, 2015

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

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
# John Jay General Education College Option
## Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>COM 250</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Persuasion</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Communication &amp; Theatre Arts</td>
</tr>
<tr>
<td>Discipline</td>
<td>Communication</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course introduces students to classic and contemporary theories of persuasion in order to help them understand how communication influences social behavior and attitudes. Students will examine the nature of persuasive messages in everyday life, learn how to manipulate the formal elements of language to construct effective persuasive messages, engage with techniques that are used to influence mass behavior, learn media persuasion strategies, and understand how to use persuasion in an ethical manner.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

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### Indicate the status of this course being nominated:

- [ ] current course
- [x] revision of current course
- [ ] a new course being proposed

---

### John Jay College Option Location

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

<table>
<thead>
<tr>
<th>Justice Core</th>
<th>Learning from the Past</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Justice &amp; the Individual (100-level)</td>
<td>[ ] Learning from the Past</td>
<td>[x] Communication</td>
</tr>
<tr>
<td>[ ] Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] Justice in Global Perspective (300-level)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Learning Outcomes

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

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Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
## Communications - Please explain how your course meets these learning outcomes

By the end of this course students will know, understand, and be able to articulate persuasive communication concepts. The two major assignments, the ghost writing assignment and the social influence project, require students to express themselves in oral and written form. Each assignment requires a minimum of 5-6 scholarly peer reviewed sources. See Ghost Writing and Social Influence Assignments [Weeks 3-7 & 9-12]

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Corresponding Course Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</td>
<td>Assigned readings and consequent discussion helps to further student knowledge and understanding of the way persuasion impacts them. Students also become aware of the ethical responsibilities of public persuasion. Students assess drafts of their presentations through self-and peer/group critique work. [Weeks 6-7 and 11]</td>
</tr>
<tr>
<td>2. Maintain self-awareness and critical distance</td>
<td>Peer review exercises and class discussions teach students to work collaboratively [Weeks 6 – 7 and 11] Students also develop an in-class application exercise to help their peers understand the reading materials and techniques. They can work in pairs should they choose. (Weeks 10-15)</td>
</tr>
<tr>
<td>3. Work collaboratively</td>
<td>Students study rhetorical techniques used by well-known public messages and their peers. Students are expected to observe and analyze the varying rhetorical strategies and will learn to (constructively) critique them. A large component of this is about understanding the target audience of a message. Students will learn the cultural context of messages and how they must be tailored to the audience. Throughout the semester students will be asked to identify, discuss, research ethical concerns associated with each of the theories of persuasion discussed. Students will also learn more about a diverse range of rhetorical practices in their immediate, national and global</td>
</tr>
<tr>
<td>4. Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society</td>
<td></td>
</tr>
</tbody>
</table>
communities using the application exercises.

Persuasion requires that students learn to analyze their audience, especially in order to identify audience diversity.
DEPARTMENT OF COMMUNICATION & THEATRE ARTS
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
524 W 59th Street
NEW YORK, NY 10019

Persuasion COM 250
Spring 2015

Professor: Dara N. Byrne, Ph.D.
Office: 8.64NB
Office Telephone: (212) 237-8179
E-mail: dbyrne@jjay.cuny.edu
Office Hours: Tuesdays, Thursdays, Fridays 3:00 – 5:00 & by appointment

COURSE SYLLABUS & SCHEDULE

Course Description: This course introduces you to classic and contemporary theories of persuasion in order to help you understand how communication influences social behavior and attitudes. You will examine the nature of persuasive messages in everyday life, learn how to manipulate the formal elements of language to construct effective persuasive messages, engage with techniques that are used to influence mass behavior, learn media persuasion strategies, and understand how to use persuasion in an ethical manner.

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic;
2. Maintain self-awareness and critical distance;
3. Work collaboratively;
4. Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society;
5. Select and apply ethical guidelines to the issues arising from persuasive communication.

REQUIRED READING (Selections from):


Approved by UCASC, Mar 20, to College Council, Apr 21, 2015


You must read the assigned selections from these texts in order to engage with the concepts in this course.

Supplementary Readings:


COURSE REQUIREMENTS:

Your final grade is based on the following required assignments:

Speechwriting Project (20%; due March 16th): You will select a political figure and write a persuasive speech for him or her. The final 4-5 minute speech, which is also delivered, must include a separate 2-page document that includes a description of the rhetorical situation and a critical assessment of the speaker, the persuasive goals, the audience, etc. This assignment demonstrates your understanding of Classical (intentional) principles of persuasion.
Social Influence Project (20%; due April 27th): You will research an issue of public concern and use symbolist strategies to develop your own visual campaign. The preference is for a website, an infographic, or web-based commercial, etc. that will exert influence or increase awareness for a target audience. The objectives of this project are to encourage you to become familiar with and creatively apply the persuasive principles from the Symbolist perspective. A final written report of 4-5 pages explaining the strategies, research, and justification including bibliography will be submitted. Attention should be given to organization, content, and depth. You will also present an oral report of your project to the class. You are welcome to work in pairs.

Critical Focus Analysis (15%; due May 19th): You will analyze a contemporary example of propaganda and how it is being used to undermine or promote social justice. The critical focus assignment emphasizes an application and critical understanding of Institutional persuasion, ideology, and propaganda theories. This 5-6 page critique should identify the persuasive intent, review persuasive techniques, and assess persuasive effectiveness or impact. The analysis is an exercise in critical thinking, observation and writing.

Application Exercise (10%; due dates on course schedule): You will develop an in-class exercise that puts to use the theory or technique under discussion. For example, an application exercise would involve providing a basic summary of the week’s readings, then leading the class through an analysis of persuasive materials such as an advertisement, a speech, brochures, text from a website, or any other supplementary materials that would help the class make use of the specific theory or technique. The goal of these presentations is to help the class make better use of the readings and to put them into a more relevant context.

Examinations (Midterm 15% and 4 quizzes 10%; due dates on course schedule): There is a take home mid-term and an optional take home final examination. Each is designed to assess your knowledge and understanding of the text, discussions, and other relevant course materials. There are four short quizzes throughout the semester.

GRADING:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speechwriting Project</td>
<td>20</td>
</tr>
<tr>
<td>Social Influence Project</td>
<td>20</td>
</tr>
<tr>
<td>Critical Focus Analysis</td>
<td>15</td>
</tr>
<tr>
<td>Mid-term Examination</td>
<td>15</td>
</tr>
<tr>
<td>Application Exercise</td>
<td>10</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (4)</td>
<td>10</td>
</tr>
</tbody>
</table>

Total: 100%

COURSE POLICIES:

1. Homework Assignments
   Written assignments must be typed. Guidelines for assignments are provided as the course progresses and deadlines are noted on the course schedule. Late assignments are not accepted.

2. Attendance/Punctuality/Participation
   Regular attendance for this course is expected. All students are also expected to be in class and in their seats at the beginning of each class period. Three absences are permitted; on the fourth absence the instructor will recommend that you drop the course for excessive absences. You are

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
expected to monitor your own absences. Students who arrive more than ten minutes late for class, or who leave before the class has ended will be marked absent for that class. However, excused absences such as those due to personal emergencies (severe personal or family illness, personal or family tragedies, work-related emergencies) must be documented within a week of the absence and must clearly state that the emergency required that the student miss the course on the date and at the time of the absence. If it appears that vacation or other personal plans may conflict with an exam, please make necessary adjustment plans now; leaving early for break is not grounds for making up work. Students will be graded on class participation therefore regular attendance is a fundamental component of this course. The text will be used as a supplement; therefore, poor class attendance can severely affect your grade.

3. **Classroom Conduct**
Respect for your fellow students and the professor in your classroom communication is paramount to the success of the course; remember that the persons in this class are of differing races, religions, ethnic backgrounds, and creeds. Demeaning remarks to your colleagues are unnecessary and detrimental to the learning process. Should your communication behaviors violate the student code of conduct, I will not hesitate to refer those incidents to the appropriate campus judicial authorities.

The campus code of conduct specifically includes provisions for the regulation of inappropriate behaviors, including sexual harassment. If you have questions on these matters, please discuss them with me. Students and course instructors share the responsibility for maintaining an appropriate, orderly, learning environment. Students who fail to adhere to the behavioral expectations outlined by the instructor may be subject to discipline in accordance with the procedures described in the Student Handbook.

4. **Plagiarism**
FINAL ASSIGNMENTS ARE PERIODICALLY SUBMITTED TO TURNITIN.COM TO DETECT PLAIGIARIZED CONTENT BEFORE THE INSTRUCTOR READS OR GRADES THE ASSIGNMENT.

You plagiarize when you steal or use someone’s material as your own. In addition to being dishonest, plagiarism is unfair to your peers who spend hours preparing original work. If you are found guilty of plagiarism you will receive an F in the course. You may even be dismissed from John Jay with a notation of the offense on your transcript. If you are in doubt about the legitimate use of sources for your assignments, check with the instructor. As a guiding principle, give credit for ideas or materials that you use from other sources, including visuals used in presentations.

5. **Cell Phones**
Please respect your classmates and professor and put away your cell phones during class. Texting is like talking over someone or interrupting them while they speak.

6. **In-Class Exercises**
In-class exercises cannot be made up outside of class or at a later date for credit.
7. **Incompletes**
An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

8. **Withdrawal Procedure**
Ceasing to attend class or giving verbal notice thereof does not constitute an official withdrawal. You must follow college policy for withdrawing.

9. **Special Needs Students**
If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 93-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact The Office of Accessibilities Services (212) 237-8185, as soon as possible. Course requirements will not be waived but accommodations will be provided.
## COURSE SCHEDULE*

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/29</td>
<td>Introduction &amp; Overview of Persuasion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week’s Guiding Questions: How is persuasion defined within contemporary and classical viewpoints? What is the role of choice-making? How does the analysis of persuasive messages improve our critical skills?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework Assignment: What is persuasive? Write your best one-page argument drawn from your own perspectives and insights as a guide. Post it to Blackboard in the Discussions (Homework) forum area by 2/2.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/3</td>
<td>The History of Rhetorical Theory</td>
<td>Lindemann pp. 33-57; Robbins pp.183-187</td>
</tr>
<tr>
<td></td>
<td>Week’s Guiding Questions: How has the definition of persuasion changed? Which definition, theorist, or historical figure resonates with you the most?</td>
<td></td>
</tr>
<tr>
<td>2/5</td>
<td>The Rhetorical Situation</td>
<td>Bitzer pp. 1-14; Vatz pp. 154-161</td>
</tr>
<tr>
<td></td>
<td><strong>Speechwriting Assignment Handout: Due 3/16</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework: What are the differences between Bitzer and Vatz’s views on the rhetorical situation? Whose argument is most convincing? Write a one page response and post it to Blackboard in the Discussions (Homework) forum area by 2/9.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/10</td>
<td>The Three Appeals</td>
<td>Aristotle parts 1-3; Orren 36-39</td>
</tr>
<tr>
<td></td>
<td>Week’s Guiding Questions: Who is our audience? How do we learn about and from them? How might an audience’s predisposition influence the use of the three appeals?</td>
<td></td>
</tr>
<tr>
<td>2/12</td>
<td>The Science or Art of Persuasion?</td>
<td>Lehrman pp. 41-53</td>
</tr>
<tr>
<td></td>
<td><strong>QUIZ 1: Classical Foundations</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The readings can be found online here:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aristotle: <a href="http://classics.mit.edu/Aristotle/rhetoric.1.i.html">http://classics.mit.edu/Aristotle/rhetoric.1.i.html</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Science or Art of Persuasion?</td>
<td>Lehrman pp. 41-53</td>
</tr>
<tr>
<td></td>
<td>Please view/read the following on your own:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cialdini: <a href="https://www.youtube.com/watch?v=cFdCzN7RYbw">https://www.youtube.com/watch?v=cFdCzN7RYbw</a> <a href="https://hbr.org/2001/10/harnessing-the-science-of-persuasion">https://hbr.org/2001/10/harnessing-the-science-of-persuasion</a></td>
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</tr>
<tr>
<td></td>
<td>Homework: Is persuasion an art or a science? Write an argument in one page and</td>
<td></td>
</tr>
</tbody>
</table>
post it to BB by 2/16.

**Week 4**

2/17 Logic: Aristotle and Toulmin   Williams & Cooper pp. 43-54;  
Goleman pp. 93-102

Week’s Guiding Questions: What are the differences between the two classic approaches to persuasive logic? What is the role of research, facts or evidence in persuasion? Is there a formula for using emotion?

Please view the following on your own:  
Wright: [https://www.youtube.com/watch?v=D-YPPQztuOY](https://www.youtube.com/watch?v=D-YPPQztuOY)

*Application Exercise Demonstration (Professor)*

Homework: Elizabeth Cady Stanton High School Case Study. Post to BB by 3/19

2/19 Motivation Theories   Williams & Cooper pp. 62-75;  
Lehrman pp. 55-67

*Application Exercise Demonstration (Professor)*

Please view the following on your own:  
Pink: [https://www.youtube.com/watch?v=u6XAPnuFjJc](https://www.youtube.com/watch?v=u6XAPnuFjJc)

Looking Ahead: You will write first draft of your entire speech for the in class workshop on 3/5. Please bring two copies to class that day.

Homework: Select a topic for your speech assignment and begin conducting preliminary research according to Lehrman. Write a one-page sketch of your persuasive intent and post to BB by 2/23

**Week 5**

2/24 Credibility   Williams & Cooper pp. 85-98;  
Lehrman pp. 121-140

Week’s Guiding Questions: How can these classic theories be translated into practice?

Are there best practices for writing an introduction, body, and conclusion? How can evidence be compelling?

Please view the following on your own:  
Rifkin: [https://www.youtube.com/watch?v=l7AWnFRe7g](https://www.youtube.com/watch?v=l7AWnFRe7g)

*Application Exercise (Students)*

Homework: Draft an introduction to your speech and post to BB by 3/2.

2/26 Ethics: Being Ethical v. Appearing Ethical   Lehrman pp. 263-274

**QUIZ 2: Logos, Ethos, Pathos**
Midterm Exam Handout: due via email 3/23

Application Exercise (Students)

Week 6
3/3

Speechwriting workshop I
Lehrman pp. 143-164

Week’s Guiding Questions: What writing techniques maximize the persuasive potential of the rhetorical situation?

In class focus: Introductions that Gain Attention & Establish an Important Purpose

Your should also read/view the following:

Homework: Draft the body of the speech. You do not need to post this to me but we will discuss your “problem” in class in detail on 3/5. Come prepared

3/5

Speechwriting workshop II
Lehrman pp. 165-180

Presenting the Problem: How did you describe the problem to your audience? How does Lehrman suggest you define problems?

Homework: Bring two copies of the full draft of your speech for 3/10. To help guide our feedback during the workshop week, please describe the type of speech, the goals, the strengths, and areas of concern within the speech. Post to BB by 3/9.

Week 7
3/10

Speechwriting Workshop III
Lehrman pp. 181-228

Week’s Guiding Questions: We will review drafts in class. Each student will read excerpts from their speeches. In reviewing our drafts we will explore whether we have employed appropriate solutions and strategies for our particular context.

FINAL WRITTEN SPEECH is due via email 3/16

3/12

Persuasive Delivery Techniques
Lehrman pp. 229-249

Evaluating the elements of effective delivery.

Week 8
3/17

Speechwriting Presentations

3/19

Speechwriting Presentations
### Week 9

**3/24** The Symbolist Theories

Week’s Guiding Questions: How do Symbolist Theories depart from the notions advanced by the Classical Theorists? What are the characteristics of the Symbolist Perspective? What are the empirical and symbolic ‘realities’? What is Burke’s view of symbols and identification?

**Social Influence Assignment Handout:** Draft due in class 4/16. Final will be presented during Research Week 4/27

**3/26** Language and Persuasion

*Application Exercise (Students)*

Homework: Select a topic for your social influence assignment. You should begin by conducting some basic research on a social issue that you would like to raise awareness about. You should explore key organizations, spokespersons, audience, news items, and relevant data to understand the communication context. Write a one-page proposal to describe the problem or issue you wish to address in your campaign. Post to BB by 3/30.

### Week 10

**3/31** Liking, Similarity, and Consistency

Week’s Guiding Questions: What is the importance of naming and the uses of language? What is the linguistic relativity principle? What is the significance between nonverbal symbols and human relationships?

*Application Exercise (Students)*

Homework: What symbols define your target audience? Please come to the next class prepared to discuss

**4/2** Nonverbal Communication and its Impact on Behavior

Williams & Cooper pp. 157-171

**QUIZ 3: Verbal and Nonverbal Influence**

Homework: Select the platform for your social influence project

*Application Exercise (Students)*

**NO CLASSES**

**4/7** SPRING BREAK

**4/9** SPRING BREAK

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
Week 11
4/14  Social Influence Workshop I: 21st Century Design Pink et al. (Case Studies)
Posters, Infographics, Web design, and Multimedia Campaigns

Week’s Guiding Questions: As we finalize our visual/symbolic campaign, have we effectively employed the recommended approaches or strategies?

Application Exercise (Students)

4/16  Social Influence Workshop II: Reviewing Research Week Mock Ups
Bring Draft Projects to Class

Week 12
4/21  The Institutional Perspective Williams & Cooper pp. 208-230

Week’s Guiding Questions: What are the definitions and characteristics of institutional persuasion? How do the authors describe audience conformity? What is the diffusion of information?

Critical Focus Assignment Handout: draft due 5/14; Final due via Email 5/19

Homework: Finalize RW Presentations. They MUST go to press this week!!

4/23  Persuasion or Social Control? Milgram, pp. 371-78; Cohen p. 1; Burger, pp. 1-11

Application Exercise (students)

Please view the following on your own:
Ehrenreich: [https://www.youtube.com/watch?v=u5um8QWRvo](https://www.youtube.com/watch?v=u5um8QWRvo)

Week 13
4/28  Mass Campaigns Williams & Cooper pp. 242-256

Week’s Guiding Questions: What are the characteristics of product campaigns, public relations campaigns, political campaigns? Are there any ethical concerns in campaigning?

Application Exercise (students)

Please note: Your Social Influence Project Poster will be presented during the RESEARCH WEEK celebration

Homework: Social Influence Self-Assessment must be posted to Blackboard by 5/4

4/30  Authority, Conformity, and Scarcity Cialdini pp. 237-272

Please note: Your Social Influence Project Poster will be presented during the
RESEARCH WEEK celebration

Application Exercise (students)

Homework: Please view Part I of The Century of the Self

Week 14
5/5

Week’s Guiding Questions: What are the theories and characteristics of propaganda? Describe some of the approaches to the study of propaganda. Can propaganda benefit a society, community or cause?

QUIZ 4: Characteristics of Propaganda

Application Exercise (students)

Homework: Please view Part II of The Century of the Self

5/7
Propaganda: Analyzing propagandistic messages           Lee pp. 126-135;
                                                 Kimmelman p. 1

Application Exercise (students)

Homework: Please view Part III of The Century of the Self

Week 15
5/12
New Media and the Law: Guest Speaker           Readings TBA

Week’s Guiding Questions: What ethical guidelines can we apply to the uses of new media for persuasion and public outreach?

Homework: Please view Part IV of The Century of the Self

5/14
End of Semester Review

Critical Focus Assignment: Discussion of Draft Analyses

*Professor reserves the right to change the schedule as necessary
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: March 13, 2015 (revised)

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

2. Contact information of proposer(s):

   Name(s): Spiros Bakiras
   Email(s): sbakiras@jjay.cuny.edu
   Phone number(s): (212) 484-1181

3. Current number, title, and abbreviated title of course:

   CSCI 400, Quantitative Problems in Criminal Justice

4. Current course description:

   This course will focus on quantitative applications in the criminal justice field. In this connection, principles and techniques from operations research, statistics and computer science will be applied to various situations and problems arising in criminal justice.

   a. Number of credits: 3

   b. Number of class hours (please specify if the course has lab hours): 3 -no lab

   c. Current prerequisites: ENG 201, MAT 221, MAT 324 and (CSCI 373 or MAT 373)

5. Describe the nature of the revision:

   We are changing the course title to Capstone Experience in Digital Forensics/Cybersecurity I. We are also removing the prerequisite math courses (MAT 221 and MAT 324) that are no longer required in our major. In this course, students will be guided by the instructor through a series of research/development projects, involving digital forensics and cybersecurity. The purpose of this is to provide students with a hands-on experience based on the theoretical knowledge they have acquired from other security-oriented courses in our Computer Science and Information Security major. This hands-on experience is of great importance in the job market for cybersecurity professionals.

6. Rationale for the proposed change(s):

   This course is part of the department’s old major in Computer Information Systems (Criminal Justice applied specialization) and has not yet been revised under our new major in Computer
Science and Information Security. Since we are phasing out this specialization, this course must be revamped to change the emphasis to digital forensics and cybersecurity. Furthermore, the revised course, along with a new course CSCI 4XX, will serve as a capstone for the new version of the major. In particular, the course will be designed to demonstrate students’ ability to apply skills learned in the core courses to research problems in cybersecurity and digital forensics. It will also serve as a prerequisite for CSCI 404.

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

   a. Revised course description:

   This capstone course is designed to provide students with a hands-on experience based on the theoretical knowledge they have acquired by taking other security-oriented courses. The course will accomplish its goals through a number of in-lab programming exercises. Topics covered may include: cryptographic algorithms and protocols; authentication and authorization protocols; access control models; common network (wired and wireless) attacks; typical protection approaches including firewalls and intrusion detection systems; operating systems and application vulnerabilities, exploits, and countermeasures.

   b. Revised course title: **Capstone Experience in Digital Forensics/Cybersecurity I**

   c. Revised abbreviated title (original can be found on CF, max of 30 characters including spaces!): **CAPSTONE EXP IN CYBERSEC I**

   d. Revised learning outcomes. Students will:

      1. Analyze sophisticated attacks on cryptographic protocols and devise effective countermeasures.
      2. Understand and implement mechanisms that modern operating systems use to defend against cyber attackers.
      3. Design and deploy network security defenses, such as firewalls and intrusion detection systems, particularly those that monitor for anomalous system behavior.
      4. Recognize software exploits, such as buffer overflows and SQL injection attacks, and implement systems that defend against these attacks.
      5. In deploying security systems, understand an IT professional’s obligation to minimize harm to others, respect privacy, conform to statutory requirements, and inform clients and users of system security limitations.

   e. Revised assignments and activities related to revised outcomes:

      All lab assignments and projects will now focus on digital forensics and cybersecurity.

   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites: **ENG 201, CSCI 373 (or MAT 373)**
8. Enrollment in past semesters: Fall 2014 – 26 students

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: Jan. 8, 2015

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

Douglas E. Salane, Chair (x8836); Spiros Bakiras, Coordinator (x1181)
Sample Syllabus for CSCI 400 (Capstone Experience in Digital Forensics/Cybersecurity I)

Syllabus Content:

College name and address:
John Jay College of Criminal Justice, 524 West 59th Street, New York, NY 10019

Course title and section:
Capstone Experience in Digital Forensics/Cybersecurity I

Professor’s name Spiros Bakiras
Office location 6.65.19NB
Contact hours:
Phone 212-484-1181
E-mail address sbakiras@jjay.cuny.edu

Course description
This capstone course is designed to provide students with a hands-on experience based on the theoretical knowledge they have acquired by taking other security-oriented courses. The course will accomplish its goals through a number of in-lab programming exercises. Topics covered include: cryptographic algorithms and protocols; authentication and authorization protocols; access control models; common network (wired and wireless) attacks; typical protection approaches including firewalls and intrusion detection systems; operating systems and application vulnerabilities, exploits, and countermeasures.

Learning outcomes
The successful student will be able to do the following at the end of the course:
1. Analyze sophisticated attacks on cryptographic protocols and devise effective countermeasures.
2. Understand and implement mechanisms that modern operating systems use to defend against cyber attackers.
3. Design and deploy network security defenses, such as firewalls and intrusion detection systems, particularly those that monitor for anomalous system behavior.
4. Recognize software exploits, such as buffer overflows and SQL injection attacks, and implement systems that defend against these attacks.
5. In deploying security systems, understand an IT professional’s obligation to minimize harm to
others, respect privacy, conform to statutory requirements, and inform clients and users of system security limitations.

Course pre-requisites or co-requisites
Prerequisite(s): ENG 201, and CSCI 373 (or MAT 373)

Requirements / course policies

- **Attendance**: Students are expected to attend and participate in all classes. Attendance is taken at the beginning of each class. Please notify the instructor in advance of any anticipated absence whenever possible. Class participation will be considered in your final grade.

- **Grading policy**: Homework and final project should be finished and turned in on time. Late homework will cause a 10-percent deduction on your grade for each late day.

- **Academic honesty**: Discussions on course materials, homework questions and programming projects are encouraged. It is permissible to get help on debugging and to make use of public accessible programming libraries for your programming assignments. However, you should NOT ask any other person to write code for you. On your project report, you should specify from whom you received help and cite the references and software used. All homework solutions, code and report for programming projects should be finished individually.

Required Text


Reference Text


Other Recommended Resources


Grading
Grades:

- Quizzes (unannounced): 20%
- Labs: 20%
- Midterm project/presentation: 20%
- Final project/presentation: 30%
- Class participation/peer review: 10%
Projects/programming

There will be group projects (groups of 3-4) for this class. In general, programming sections of a project should compile and run on Emulab, DETER, or the Unix lab (Math/CS infrastructure). For projects dealing with Windows/MacOS, other OSes, or other infrastructures, you must get the permission of the instructor in writing.

- **Project I:** A 5 to 8-page paper summarizing your project findings, plus a 15-minute presentation in the class followed by 10-15 minutes of discussion.
- **Project II:** A 15-page paper summarizing your project findings, plus any programming appendices, and a 30-minute presentation followed by 15-30 minutes of discussion.

Course calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics Covered</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Crypto labs. Ciphers, steganography, and covert communications.</td>
<td>Stallings Ch 1, 2, App F</td>
<td>Lab 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Crypto labs (avalanche, hash collisions, RSA, crypto MITM).</td>
<td>Stallings Ch 2, 20, 21, App B, D, E</td>
<td>Lab 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>Crypto attacks (dictionary attacks, space-time tradeoffs).</td>
<td>Stallings Ch 3</td>
<td>Lab 3</td>
</tr>
<tr>
<td>Week 4</td>
<td>Enhanced-security operating systems labs (SELinux, OpenBSD).</td>
<td>Stallings Ch 4, 13</td>
<td>Lab 4</td>
</tr>
<tr>
<td>Week 5</td>
<td>Intrusion Detection Systems labs (Snort, Bro, honeyd, Nessus, nmap).</td>
<td>Stallings Ch 8, App F</td>
<td>Lab 5</td>
</tr>
<tr>
<td>Week 6</td>
<td>Firewall labs (building FWs, positioning, ruleset development).</td>
<td>Stallings Ch 9, Sans Report1</td>
<td>Lab 6, Paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Project I presentations.</th>
<th></th>
<th>Project, presentation due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>DoS labs (closed network experimentation with DoS, single, reflected, amplified, distributed).</td>
<td>Stallings Ch 7, [recommended: Mirkovic Ch 1-6]</td>
<td>Lab 7</td>
</tr>
<tr>
<td>Week 9</td>
<td>Malware labs (closed network experimentation with attack tools).</td>
<td>Stallings Ch 6</td>
<td>Lab 8</td>
</tr>
<tr>
<td>Week 10</td>
<td>Exploits labs (buffer overflow, SQL injection).</td>
<td>Stallings Ch 5, 10</td>
<td>Lab 9</td>
</tr>
<tr>
<td>Week 11</td>
<td>Stack protection and sandboxing labs (automatic and interactive hardening).</td>
<td>Stallings Ch 11</td>
<td>Lab 10</td>
</tr>
<tr>
<td>Week 12</td>
<td>OS-specific security (Windows/Unix), Cross-site scripting, Mail security (GPG).</td>
<td>Stallings Ch 12, 22</td>
<td>Lab 11</td>
</tr>
<tr>
<td>Week 13</td>
<td>Wireless labs (WEP/WPA attacks: deauthentication, key extraction).</td>
<td>Stallings Ch 21, 23</td>
<td>Lab 12, Draft paper, presentation</td>
</tr>
</tbody>
</table>
College wide policies for undergraduate courses (see the Undergraduate Bulletin, Chapter IV Academic Standards)

A. Incomplete Grade Policy

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

B. Extra Work During the Semester

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that the student must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

C. Americans with Disabilities Act (ADA) Policies

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

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

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

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.

Date Submitted: February 24, 2015

1. Name of Department or Program: Law, Police Science and Criminal Justice Administration

2. Contact information of proposer(s):

   Name(s): Dr. Maria (Maki) Haberfeld  
   Email(s): mhaberfeld@jjay.cuny.edu  
   Phone number(s): 212-237-8381

3. Current number and title of course: PSC 202 Police and Community Relations

4. Current course description:

   Factors in human relations as they affect policing and police management. Prejudice and discrimination and their effects on the police in a changing society. The history and development of civil rights and civil liberties. The role of the modern police officer as generated by the balance of the requirements of peace and order and those of individual rights.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101; and PSC 101 or CJB 101 or CRJ 101 or ICJ 101.

5. Describe the nature of the revision (what are you changing?):

   This course concentrates on and builds directly on the basic principles learned during our introductory course, Foundation of Policing, and requires a deeper appreciation for the complex and sensitive nature of police community relations in a diverse society. The expectations for knowledge, articulation and understanding are higher given the nature of the topic. The concept of “diversity” will include not just the commonly accepted themes of different cultural, ethnic, religious, gender and sexual orientation.
backgrounds but also various disabilities, mental or physical as well as socio economic and immigration status.

This course replaces PSC 202, Police and Community Relations. We are changing the learning outcomes for this course to better reflect the needs of the field and the changes that took place in the dynamics between the police and the communities they serve. The revised version is different from the previous one in the following ways:

1. Places a greater emphasis on police-community relations and police legitimacy given the diverse nature of the interactions.
2. Places a greater emphasis on ethics, specifically the thresholds for police actions, especially when the actions are a function of current political climate, like targeting people based on their religion or country of origin.
3. Emphasizes the need to include a much broader definition of “diversity”, one that takes into consideration, in addition to the generally accepted concepts, themes of disability, mental and physical, age, immigration and socio economic status.
4. Places greater focus on the diversity within the police force and how this diversity impacts, or not, the perception of police profession.
5. Places greater focus on personal biases and how they impact police community interactions.
6. Places a greater focus on other types of “diversity” that students identify with and/or feel are important to discuss and address.

6. Rationale for the proposed change(s):

The goal of this revision is to engage more actively in analysis of various stereotypes, both positive and negative, and evaluate the impact of prejudice and pre-conceived notions on the daily decision making process in police organizations. The nature and concepts of police role in the context of an increasingly growing multicultural society are discussed with a new and expanded focus that includes disabilities, social and immigration status and any other type of diversity that students might feel is currently not addressed.

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

a. Revised course description:

This course will explore the pervasive influence of culture, race, ethnicity, religion, sexual orientation and various disabilities on daily encounters, contacts and interaction between police officers and civilian employees of police organizations, and other community members. The emphasized focus is on the cross - cultural contact, ethno-cultural diversity, the need for awareness and understanding of cultural, ethnic, racial, religious, sexual orientation, gender, and an array of disabilities and other differences. The need to understand these differences is rooted in the concept of procedural justice and respect for those of different backgrounds that influences the decision making processes regarding deployment and other operational considerations.

b. Revised course title: Police and Diversity

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): Police and Diversity

d. Revised learning outcomes
Students will:

- Identify current students’ concepts and stereotypes through self-reflection and discussion
- Examine factors in human relations as they affect policing and police management
- Describe and analyze the societal biases that impact police work
- Understand the influence of individual police officers biases on daily performance
- Analyze police discretionary behavior from the standpoint of organizational and personal biases

e. Revised assignments and activities related to revised outcomes

The revised learning outcomes will be grouped by individual, organizational and societal perceptions and stereotypes and the students will be able to focus on each of the 3 concepts in their assignments, in order to add clarity to the interplay between the three notions.

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: 35 – 40 per section and about 5 sections each semester, including some sections during the winter and summer sessions.

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?
   No ______ No ______ Yes ______ If yes, please indicate the area:

10. Does this change affect any other departments?
   ______ X____ No ______ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval:
   LPS Curriculum Committee – February 2015

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
   Dr. Maria (Maki) Haberfeld, Chair, LPS Department
Course Syllabus and Requirements

**Description**

This course will explore the pervasive influence of culture, race, ethnicity, religion, sexual orientation and various disabilities on daily encounters, contacts and interaction between police officers and civilian employees of police organizations, and other community members. The emphasized focus is on the cross-cultural contact, ethno-cultural diversity, the need for awareness and understanding of cultural, ethnic, racial, religious, sexual orientation, gender, and an array of disabilities and other differences. The need to understand these differences is rooted in the concept of procedural justice and respect for those of different backgrounds.

**Goal**

As it is clear that effective policing cannot be delivered without ensuring legitimization and trust from the public, the goal of this course is to analyze the concepts of various stereotypes, both positive and negative, and evaluate the impact of prejudice and pre-conceived notions on police professionalism. The nature and concepts of police role in the context of an increasingly growing multicultural society are discussed. The role of a modern police officer, as generated by the balance of newly redefined requirements of peace and order and those of individual rights are the running theme. Suggestions for improving law enforcement in multicultural communities, through recognition for the need of greater awareness and transparency of one’s biases, are the desired outcomes of the course.

**Learning Objectives: Upon the completion of the course the students will be able to:**

- Identify different concepts and stereotypes related to students’ perceptions
- Examine factors in human relations as they affect policing and police management
- Analyze the societal biases that impact police work
- Understand the influence of individual police officers biases on daily performance
- Analyze police discretionary behavior from the standpoint of organizational and personal biases
Student’s Role: Student participation--before class through homework, in class through
discussion, and outside of class with faculty and other students--is central to this course. This
course is an active learning environment that draws upon student experiences, their engagement
with readings and assignments, and their reflections on the ideas presented. The teaching faculty
will facilitate the learning process by leading class discussions towards an understanding of the
concepts of supervision and leadership that will help students in their jobs and careers.

Course Pre-requisites: ENG 101. In addition: PSC 101 or CJBS 101 or CRJ 101 or ICJ 101.

Grading Protocols: Each student's grade for this course is derived in the following manner.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>30%</td>
</tr>
<tr>
<td>PowerPoint Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-term examination</td>
<td>15%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

Each student will prepare a research paper on a topic of your choice that must be
preapproved by the instructor. The paper will be 7 to 10 pages and must be prepared in
APA style. The paper will focus on the individual, organizational and societal perceptions
and stereotypes and students will focus on each of the 3 concepts in their assignments, in
order to add clarity to the interplay between the three notions.

The Power Point presentation will consist of 5 to 7 Power Point slides on the same topic as
the research paper.

Books for the course:

Required texts:


_Multicultural Law Enforcement. Strategies for Peacekeeping in a Diverse Society._

Pearson.

Communities: Comparative and International Context._ Springer Academic Publisher

Supplementary materials will be provided.

Recommended text:

Numerical Grades and Explanation:

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>A 93-100</td>
<td>Excellent</td>
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<tr>
<td>A- 90-92.9</td>
<td></td>
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<tr>
<td>B+ 87.1-89.9</td>
<td>Very Good</td>
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<tr>
<td>B 83-87</td>
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<tr>
<td>B- 80-82.9</td>
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<tr>
<td>C+ 77.1-79.9</td>
<td>Satisfactory</td>
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<td>C 73-77</td>
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<tr>
<td>C- 70-72.9</td>
<td>Poor</td>
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<tr>
<td>D+ 67.1-69.9</td>
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<td>D 63.0-67.0</td>
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<td>D- 60.0-62.9</td>
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<tr>
<td>F Below 60</td>
<td>Failure</td>
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M. There will not be any temporary/incomplete grades issued. All course requirements must be completed by the end of the semester. If all course requirements are not met, then a failing grade will be assigned.

COURSE CALENDAR:

* Additional readings will be available on Black Board, based on the most up-to-date research findings and topics of interest for the class*

<table>
<thead>
<tr>
<th>CLASS</th>
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<tr>
<td>1</td>
<td>Introduction</td>
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</tbody>
</table>
| 2/3   | Multicultural Communities  
|       | Shusta et al., Chap. 1; **Hakeem et al., chapter 1** |
| 4/5   | The Changing Law Enforcement Agency: Interaction with the Society  
|       | Shusta et al., Chap. 2, ; **Hakeem et al., chapter 2** |
| 6/7   | Multicultural Representation in Law Enforcement  
|       | Shusta et al., Chap. 3, **Hakeem et al., chapter 3** |
| 8/9   | Cultural Awareness and Cross-cultural Communication for L/E  
|       | Shusta et al., Chaps. 4, 5 ; **Hakeem et al., chapter 4** |
| 10/11  | Law Enforcement Contact with Asian and African Americans  
|       | Shusta et al., Chaps. 6, 7; **Hakeem et al., chapter 5** |
### (Discussion and class presentation)

**12/13**  
Law Enforcement Contact with Latin/Hispanic Americans  
Shusta et al., Chap. 8; *Hakeem et al., chapter 6*

### (Discussion and class presentation)

**14/15**  
**MID - TERM EXAMINATION**

**16/17**  
Hate and Bias Crime: Insight and Response Strategies  
Shusta et al., Chap. 11; *Hakeem et al., chapter 7*

### (Discussion and class presentation)

**18/19**  
Hate and Bias Crimes: Reporting and Tracking  
Shusta et al., Chap. 12; *Hakeem et al., chapter 8*

### (Discussion and class presentation)

**20/21**  
Hate and Bias Crimes: Investigations, Control and Victimology  
Shusta et al., Chap 13,  
(Discussion and class presentation)

**22/23**  
Peace Officer Image and Cultural Sensitivity  
Shusta et al., Chap. 14

**24/25**  
Police Professionalism and Peace Keeping Strategies in a Diverse Society  
Shusta et al. Chap. 15

**26/27**  
The Color of Law Enforcement - Future  
*No readings assigned*

**28/29**  
**Review and FINAL EXAMINATION**

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**Final Note:**

**Timely completion of work:** Assignments must be submitted on time and tests taken on time in order to receive full credit. Grading late submissions on the same basis as timely submissions is unfair to students who were on time. Class faculty will provide their e-mail address on the first day of class. Please e-mail your assignments when due, if unforeseen circumstances prevent your in-person attendance. **Bottom Line:** Coming to class prepared is the best way to enhance your learning and that of your fellow students.

**Class Participation:** Active learning means coming to class having engaged with readings and assignments and being ready to discuss these in the context of your work. Classroom learning requires student reaction, responses, and interchanges. Quizzes will be given to motivate and prepare you for class participation. These quiz grades will be a part of your class participation.
grade. Accordingly, part of the class grade will reflect the student's degree of participation.

**Attendance**: Attendance counts. Students will be expected to attend all classes, **on time**, and stay for the duration of the class. If you cannot commit yourself to staying in class for its duration, we should probably part at this moment. Leaving the class during the lecture is not only disruptive to your professor but also to your fellow students, and does not contribute to a serious academic exchange of ideas. Your participation and input in class discussion will constitute a part of your final grade.

*More than two absences will lead to a lower grade, usually an A will become an A-, etc. After four absences, you will be given a grade of “WU.”*

**All students must know and follow the College’s Policy on Plagiarism:**

a. 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.

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

c. 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.

d. 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.

Cheating, plagiarism, fabrication, and all other violations of academic integrity will not be tolerated and will be reported to university officials for proper action. Please check: [http://www.jjay.cuny.edu/academics/654.php](http://www.jjay.cuny.edu/academics/654.php), see Chapter IV Academic Standards).

Please refer to your student book of conduct/ethics for further details.

Violating the University policy on academic integrity may result in disciplinary action ranging from Level 1 sanctions (least serious) to Level 4 sanctions (most serious).

**Cell phones & Pagers**: All electronic paging and cellular electronics should be on **silent mode**, so that, not to cause a distraction to the class.

**E-Mail Addresses**: All students will be required to register on-line with [Turnitin.com](http://www.turnitin.com). You will need an e-mail address to open this account. E-Mail addresses can be obtained from the College at No Charge. All assignments and class updates will be disseminated and submitted though your account with turnitin.com. There is no fee associated with this service. The use of this account will allow your instructor an electronic means to update assignments, provide study guides, and keep all students up to date on the progress of the semester.
ADA Procedures. Students requiring special consideration relating to a disability covered under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Acts (ADA) of 1990 should notify me at once.

I reserve the right to change the syllabus, in accordance with class progress. I will give you as much notice as is practicable, and it is your responsibility to learn of changes and prepare accordingly.
Proposal for a Bachelor of Science degree with a Major in Toxicology

Proposed by
Department of Sciences
John Jay College of Criminal Justice

Anticipated date of implementation of major: Fall 2016

Date of College Governance Approval:
College Council: Pending
Undergraduate Curriculum and Academic Standards Committee: March 20, 2015

Submitted by ________________________________

Dr. Jane P. Bowers, Provost and Senior Vice President for Academic Affairs
# TABLE OF CONTENTS

Abstract ........................................... 3

I. Purpose and Goals of the Program .................. 4

II. Need and Justification ............................. 8

III. Student Interest/Enrollment ...................... 14

IV. Curriculum .......................................... 19

V. Cost Assessment ..................................... 25

VI. Evaluation and Assessment ......................... 26

VII. Appendices ......................................... 29

A. Toxicology Faculty .................................. 29

B. Course Descriptions ................................. 33

C. New Course Syllabi ................................. 33

  C.1: Analytical Techniques in Toxicology Syllabus ------
  C.2: Analytical and Quantitative Toxicology Syllabus ----
  C.3: Principles of Pharmacological Toxicology Syllabus ----
  C.4: Cellular and Molecular Toxicology Syllabus -------
  C.5: Introduction to Forensic Toxicology Syllabus ------
  C.6: Principles of Risk Assessment Syllabus ----------
  C.7: Principles of Clinical Toxicology Syllabus ------
  C.8: Biochemistry II Syllabus (CHE 316) ............
  C.9: Senior Seminar Syllabus (TOX 401) ............
  C.10: Research Internship Syllabus (TOX 402) ......

D. New York State Forms ............................... 44

  D.1: Undergraduate Program Schedule .............. 44
  D.2: Full-Time Faculty ................................ 46
  D.3: Part-Time Faculty ................................ 49
  D.4: Faculty to be Hired ............................. 51

E. Acquisition of Additional Equipment, Instrumentation, and Supplies --- 52

F. Letters of Support .................................. 53

G. Articulation Agreement ............................. 59

H. The concomitant learning outcomes of TOX major within the departmental learning objectives ......................................................... 60

I. Curriculum map ....................................... 61
Abstract

Toxicology addresses adverse effects of substances on living organisms caused by chemical, physical or biological agents. It includes exposure assessment, hazard identification, dose-response analysis, risk characterization and risk management. Toxicologists have the critical responsibility of understanding the effect of exposures to harmful substances found in food, the environment, medicines, licit and illicit drugs and other sources, as well as that of publicizing information of relevance to public safety. Through research and education, toxicologists can improve the health and safety of humans and other living organisms and protect the environment in which we live. John Jay College of Criminal Justice proposes a B.S. in Toxicology to provide interested students with the academic foundations most relevant to pursuing careers concerned with the detection of environmental hazards and the promotion of safer living environments. The major will heighten awareness among John Jay students of a field with significant and growing importance to public safety, while increasing access to STEM (Science, Technology, Engineering, and Mathematics) fields for graduates.

The Toxicology major at John Jay College of Criminal Justice will provide students with a solid grounding in the general sciences, a robust foundation in general toxicology and a diverse selection of specifically focused toxicology courses, such as Cellular and Molecular Toxicology, Public Health, Environmental Toxicology, forensic toxicology, and clinical toxicology. The proposed Toxicology curriculum will prepare students for graduate education as well as for certain categories of entry-level positions in industry, academic research and government. As is true for with any science degree, career possibilities in industry, government and academia will vary depending on the level of education an individual attains.

The goal of this major is to provide students with a career-oriented, theoretically-based and hands-on education, while strengthening their ability to contribute as citizens as well as practicing scientists. Graduates will be prepared for roles in research and applied aspects of clinical, forensic, biomedical, regulatory, occupational and environmental toxicology as well as roles in the field of public health.
I. Purpose and Goals

Toxicology is the study of the adverse effects of chemical, physical or biological agents on living organisms and the environment. This includes the study of the mechanisms of action of toxic materials as well as the best means to diagnose and counteract their harmful effects. The discipline also contributes vitally to public health strategies for minimizing human exposure to biological, chemical and radiological threats. Toxicology draws upon most of the basic biological sciences, medical disciplines, epidemiology and some areas of chemistry and physics. It is an indispensable tool used by both public entities and commercial enterprises to identify and evaluate material hazards in our lives. Toxicology ranges from basic science concerned with discovering cause and effect at the molecular level, to applications such as the development of standard tests for analyzing the toxic properties of specific substances.

Students who graduate with a degree in toxicology face bright job prospects. The B.S. alone qualifies one for certain entry-level positions at pharmaceutical companies and in other industries as well, often at firms where bench scientists perform product safety testing or other related functions. Career options expand greatly, and compensation increases significantly, for graduates who continue their education and go on to earn an M.S. or Ph.D. – a path for which this Bachelor of Science program provides excellent preparation. There are also numerous jobs for toxicologists in the public sector, for example, at regulatory agencies such as the Environmental Protection Agency (EPA) and the U.S. Food and Drug Administration (FDA). According to the Society of Toxicology, 54% of toxicologists employed in the United States work in industry, 34% work in academia, and 12% in government. Entry level salaries for a toxicologist can range from $35,000 to $60,000. Opportunities in toxicology-related fields are expanding and there is good reason to expect this trend to remain in force. As people become more concerned about the potentially harmful effects of the products they use, the medications they take, and the chemicals they are being exposed to in their everyday lives, demand for the work of toxicologists will grow as a consequence. With new social awareness and concerns about toxins in the environment and in the substances people ingest, more stringent regulations will likely come into play to

1 http://www.toxicology.org/AI/apt/careerguide.asp
better ensure public safety. Trained toxicologists play a crucial role in both the development and application of such regulations.

The B.S. in Toxicology (TOX) at John Jay College of Criminal Justice will serve to advance the shared good of creating a safer and healthier world by introducing intellectually curious and talented students to this important and socially beneficial field. The foundation of knowledge and skills students will acquire through the program will be the groundwork of any additional schooling they pursue and of all work they perform in occupations related to the discipline. While building students’ knowledge and proficiency in the scientific method, it will also inculcate them with a sense of stewardship in relation to our many communities and the world in general. Students may eventually take their abilities and talents to a diversity of fields, such as teaching, research, product safety evaluation, environmental protection, law enforcement, and many others.

John Jay’s mission statement clearly communicates that the College’s curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors. Our Forensic Science B.S. program has advanced this commitment admirably, but the thoughtful expansion of our natural science offerings will multiply the career options for those students who choose to come to John Jay College to work with our outstanding science faculty.\(^2\) The addition of a B.S. in Toxicology to John Jay College contributes to the College’s strategic goal of expanding its liberal arts and sciences offerings, an aim that was lauded by the members of the Middle States Commission evaluation team in their reaccreditation report following their visit in 2013. Furthermore, the addition of a Toxicology major (TOX) coincides with the City University’s Decade of Science initiative of CUNY and the CUNY 2012–2016 Master Plan.\(^3\)

The Toxicology major (TOX) proposed herein maps perfectly to four of the “Five Domains of Excellence” detailed in John Jay’s Master Plan. First, many students have career goals in the biomedical sciences and in public service/health. Those goals cannot be pursued through our current STEM offerings. The Toxicology major (TOX) will expand our capability to prepare students for these STEM careers. This will fulfill the first domain of the Master Plan — student success, which focuses on helping students reach their academic and

\(^2\) [http://www.jjay.cuny.edu/833.php](http://www.jjay.cuny.edu/833.php)

\(^3\) [http://www.cuny.edu/about/masterplan.html](http://www.cuny.edu/about/masterplan.html)
professional goals. **Second**, the Toxicology curriculum proposed herein has incorporated the high impact practices in science education such as active and student centered learning (from the student, by the student, and for the student), interaction with the scientific literature, and authentic research experiences. This pedagogical component of the major speaks to the second domain of the Master Plan --- teaching, focuses on effective and innovative pedagogy. **Third**, the Toxicology curriculum will not only provide students with solid and comprehensive knowledge about toxicology, but will also allow them to work with toxicology faculty on various research projects and/or to learn something of current research and scholarship in the field at senior seminars. Moreover, the PRISM program in the Department of Sciences (which provides an opportunity for science students to engage in scientific research with practical laboratory trainings, and career development seminars and workshops) will support and help students in the development of independent research projects. This will fulfill the third domain of the Master Plan of John Jay College --- research and scholarship. **Fourth**, a comprehensive assessment plan to evaluate the Toxicology major (TOX) will be implemented to assess the major’s effectiveness. This will fulfill the final domain of excellence in the Master Plan of John Jay College --- advancing institutional effectiveness with renewed focus on outcomes assessment and program evaluation.

The mission of the Department of Sciences is to provide all John Jay College students with a meaningful understanding of basic scientific principles, scientific methodologies, and to develop their quantitative and analytical reasoning skills. The major learning objectives of TOX major are to educate students to obtain the knowledge and the skills of:

- (Reasoning) Drawing appropriate scientific conclusions from evidence and experimental data.
  - Demonstrate the role of creativity in problem solving
  - Apply scientific principles in gathering and interpreting scientific data

- (Knowledge) Acquiring broad fundamental concepts, theories, and principles in physical and biological sciences.
  - Use the primary scientific literature effectively in their own research
  - Describe the scientific progress that has led to their research project
• (Practical skills) Accruing hands-on laboratory and practical research skills, including emphasizing the role of quality assurance and objectivity in scientific data collection and how these relate to the system of professional ethics in science.

• (Communication) Developing competence in oral and written forms of scientific communication.

In summary, the Toxicology major (TOX) will contribute substantially to the continued advancement of John Jay College and will take its place among our cutting-edge science programs.

II. Need and Justification

A. Relationship to the mission of the College

Since the founding of John Jay College of Criminal Justice in 1965, a vigorous appreciation of the value of a strong liberal arts curriculum has energized our approach to education. While the College’s focus at its start was specifically on educating law enforcement personnel, its commitment has always been to delivering an education that was well-rounded academically and would promote reflection, civil dialogue and a spirit of inquiry among our students. Over time, our student body diversified and our curriculum expanded towards the liberal arts and sciences direction, beginning with the creation of a Forensic Science degree in 1967 (which remains our only natural science major, pending approval of our proposed Cell and Molecular Biology degree).

Between 1971 and 1975, John Jay College’s curricular expanded to include thirteen new majors. While some of the new programs were in criminal justice-related fields, others were in liberal arts and sciences such as English, American Studies, History, Chemistry, and Mathematics. This movement by the College towards a truly balanced liberal arts and science curriculum was, however, arrested and sharply reversed as a consequence of the severe fiscal crisis that afflicted New York City in 1975-76. With tremendous pressure on the City University of New York to make deep budget cuts or close campuses, John Jay College acceded to a plan that preserved its existence but entailed the closure of its liberal arts programs.
The curricular retrenchment of 1976 stands as a backdrop against which to understand the College’s strategic building-out of our liberal arts offerings under the leadership of President Jeremy Travis. While maintaining and enhancing the criminal justice-related offerings on which so much of our reputation has, historically, rested, we have systematically developed several liberal arts majors that embody our mission-based commitment to “educating for justice.” New undergraduate programs created within the last six years include Anthropology, Economics, English, Gender Studies, Global History, Latin American and Latina/o Studies, Law and Society and Sociology. In the humanities and social sciences, the rebalancing of our curriculum has been impressive and earned us gratifying praise from the Evaluation Team of our 2013 Middle States reaccreditation visit. Welcome as this praise was, it was notably coupled with an exhortation to do more. The Team commented that “there is both the need and the opportunity for additional advances in the future” in “continuing the growth trajectory of the liberal arts.”

Presently, as John Jay College progresses toward realizing a full-fledged liberal arts curriculum that is comparable, in breadth of offerings, with those of its sister CUNY senior colleges, one domain of curriculum stands out as particularly needful of “additional advances,” namely, the natural sciences. While we are proud of our rigorous and well-regarded B.S. in Forensic Science, it is nevertheless quite unusual for a professedly liberal arts college with 13,000+ undergraduate students to offer only one natural science major. If our student body was composed exclusively, or primarily, of those who work or hope to work in law enforcement, then the singularity of our science degree options would make sense. However, from asking students who are now or have been Forensic Science majors we know that significant numbers of them indicate they would transfer to a Biology, Chemistry or Toxicology program at another school or within John Jay, should the opportunity arise.

John Jay College’s students are sufficiently diverse in their intellectual interests and their career and service ambitions to warrant the development of new STEM majors at the College. Proud as we are of our unique capacities in providing professionally focused education for those with their eyes set on careers in criminal justice fields, a great many of our students are drawn to John Jay because they know that their commitment to some kind of public service, or to making some form of contribution to the common good, will be nourished and academically supported
here, no matter which fields their intellectual interests and talents incline them to pursue. Enrollment in our more recently added liberal arts majors testifies to that recognition.

Our mission statement describes our students as “motivated and intellectually committed individuals who explore justice in its many dimensions.” For students who aspire to apply scientific training to help advance public health and well-being through the reduction of toxic hazards in the human environment broadly conceived, this Toxicology major will be a perfect place to start.

B. Relationship to existing CUNY programs and to regional programs outside of CUNY

Excluding John Jay College, every senior college in the City University of New York has at least one baccalaureate degree in some form of biological science and all but Baruch and York College have a baccalaureate degree in Chemistry. No CUNY college, however, offers a degree in Toxicology specifically. As such, the approval of this proposal would lead not only to the addition of a sorely needed new science major at John Jay College that is fully in keeping with its justice-inflected educational mission, it would constitute a first-of-its-kind degree program at CUNY. Given the great gains the University has made in recent years in burnishing its reputation in STEM education and in attracting strong science-focused students, we hope that this proposed program will be viewed as a meaningful enhancement of what CUNY offers by way of STEM undergraduate opportunities.

The Toxicology major prepares students not only to be scientists, but also to be good citizens. The Sustainability and Environmental Justice (SEJ) minor at John Jay College aims to provide students with the interdisciplinary academic framework necessary to understand contemporary issues of sustainability and the socio-economic discrepancies that can cause disparities in matters of environmental equity. The SEJ minor will be a perfect complement for students majoring in TOX, not only for enriching their science education, but also to help them become informed and engaged citizens. Students majoring in TOX will be encouraged to declare a minor in SEJ (18 credits). Since TOX students will take BIO 103/104, which can replace the elective SCI 112, TOX students will only need to take an additional 15 credits to complete the SEJ minor. Among these 15 credits, the required courses (SUS 200 and SUS 300) will satisfy the Flexible core: World Cultures and Global Issues category and the John Jay College Option: Justice in Global Perspective (300-level) category of the Gen-Ed Program respectively.
Nationally, in fact, there are only a handful of bachelor’s degree programs in Toxicology, whereas there are dozens of masters and doctoral programs in the discipline. Historically, most toxicologists have earned their undergraduate degree in either Biology or Chemistry before specializing on the graduate level. In light of this fact, it is worth emphasizing that the preparation for advanced study of toxicology that we have structured into this curriculum is as strong as any student would receive majoring in either biology or chemistry at one of our sister CUNY senior colleges (and elsewhere as well), but the four “TOX” courses in the Toxicology Core portion of the proposed major will provide students an entry point into the principles, methodologies and techniques of toxicology that they otherwise would not encounter until they embarked on graduate studies in the discipline. The proposed curriculum does not dilute the basic science foundation for the major in order to include the Toxicology Core. Rather, it capitalizes on curricular space created as a consequence of the University’s new General Education policies, while sequencing courses efficiently, to fashion a degree that will give our graduates a true head-start on the path to rewarding careers in toxicology-related fields.

Arguably the creation of this program would put John Jay (and CUNY) ahead of the national curve with respect to teaching toxicology to undergraduate students. Two institutions that are already doing this merit mention. One, like John Jay, is at a public university, the University of Louisiana at Monroe. Their program is a B.S. in Toxicology offered through their School of Pharmacy which, like our proposed major, is a 120 credit degree. The second is located in New York City – the B.S. in Toxicology at St. John’s University, which is a private institution. This is a 127 credit degree (though 9 of those credits are in Theology). While it is true that the existence of the program at St. John’s implies a certain amount of “geographic competition” for students with an interest in studying toxicology, we cannot imagine that St. John’s program exhausts the reservoir of potential majors by any means. Firstly, even assuming that recruitment will be most effective only in the immediate NYC region, the number of potential STEM majors in that pool is very significant. Secondly, as part of a public university system, John Jay’s toxicology program will be by far the more affordable degree. Another New York State institution, Nazareth College, also offers a B.S. in Toxicology. However this Rochester-based school is also private, with tuition of nearly $30,000/year and total costs with room and board north of $40,000/year. (It is perhaps worth noting that at least three Canadian
universities – University of Toronto, Guelph University and University of Saskatchewan – also offer undergraduate degrees in toxicology.)

C. Employment opportunities

The United States has become a global leader, in large part, through the genius and hard work of its scientists, engineers and innovators. Yet today, that position is threatened as comparatively few American students pursue expertise in the fields of science, technology, engineering and mathematics (STEM). President Obama has emphasized the need to increase STEM studies to improve the nation’s global competitiveness.

Job opportunities are increasing in the STEM fields generally. According to the U.S. Department of Commerce, new and replacement jobs in the STEM fields will increase 17% by 2018 compared to a 9.8% in non-STEM fields over that same time period. The percentage increases in STEM jobs in next ten years projected by US Department of Education will be about 36% in medical scientists. Therefore, universities and colleges nationwide have increased the number and diversity of majors focusing in the STEM disciplines.

To move from recognizing the big picture of the growing need for STEM graduates across fields, to a more focused assessment of the employment prospects for students in particular STEM specializations, it helps to consider the reports of the U.S. Department of Labor’s Bureau of Labor Statistics (BLS). Although the BLS does not offer analysis of job prospects specifically for those earning baccalaureate degrees in Toxicology, the BLS’s Occupational Outlook Handbook (OOH) contains ample evidence that fields in which this education is highly valued are growing at a very promising rate. Consider the example of the BLS occupation category, “Environmental Scientists and Specialists.” The OOH entry notes that there were 90,000 jobs in this field in 2012, and forecasts a growth rate of 15% for the sector over the decade ending 2022, meaning an addition of 13,500 jobs over ten years. Consequently the expected need for these scientists is increasing “faster than average” compared with what is expected of the overall national employment trends. It is also worth noting that the BLS puts the 2012 median salary for workers in this category, including entry level positions for those holding only a Bachelor’s degree, at $63,570 annually or $30.56 an hour.

4 http://www.esa.doc.gov/sites/default/files/reports/documents/stemfinaljuly14_1.pdf
Naturally, we anticipate that a number of those graduating with a degree in Toxicology from John Jay College would want to pursue a career in the medical sciences. The BLS forecast for the expansion of employment opportunities in this sector is essentially as promising as it is for Environmental Scientists and Specialists. The BLS predicts a rate of job growth for Medical Scientists in the 2012 – 2022 decade of 13%. While this projected growth is slightly lower than that for Environmental Scientists, the medical science sector is larger. There were 103,100 jobs in the sector in 2012, so the forecast increase in employment opportunities over the decade comes to 13,700.\(^6\) Thus between these two fields the Department of Labor expects the addition of 27,200 positions from 2012 to 2022.

New York State’s Department of Labor publishes its own employment projections that are well worth consulting as we consider what level of opportunity students graduating with a Bachelor’s degree in Toxicology from John Jay are likely to encounter. While the categorization is slightly different, the positive picture is the same. In 2012 there were 2,800 positions in the state in the sector of “Environmental Scientists and Specialists, including Health.” The projected net increase from that year to 2022 is 400 jobs, resulting in a total of 3,200. The rate of increase comes to 14.3%. NYS DoL terms this rate “favorable.” Within New York State, the median salary with this sector was $68,020.\(^7\)

The federal and state projections for employment sector prospects do not neatly break out the demand for skilled workers created by the pharmaceutical and related sectors, but these are major employers of people with the sort of training our proposed major would deliver. Drug developers and chemical, cosmetic, and other consumer-product companies employ toxicologists to assess whether new drugs and new products are safe. Indeed, nearly a third of toxicologists work in industry. Then there are academic toxicologists, who often study molecular mechanisms of toxicity. The opportunities for toxicologists in government agencies frequently relate to the review and regulation of drugs and chemicals.

Age-related demographic trends within the field are also favorable for new graduates and future students (and less favorable for employers, who must compete to fill their toxicologist vacancies). The author of a 2008 article published by the nonprofit American Association for the Advancement of Science (AAAS) captures this development in relating a comment by a leading


\(^7\) [http://www.labor.ny.gov/stats/lproj.shtm](http://www.labor.ny.gov/stats/lproj.shtm)
academic in the discipline: “[T]he toxicology workforce is graying and a labor shortage looms, according to experts and data collected by Society of Toxicology. ‘We're looking for new blood and wondering where the next generation is going to come from,’ says David Eaton, a toxicologist and associate vice provost for research at University of Washington.”

D. Promotion of diversity in STEM fields

John Jay College is what is sometimes called a “majority-minority” institution, meaning more of our students are from historically “minority” ethnic groups than not. In 2013 61% of John Jay’s 13,217 undergraduate students could be categorized as “underrepresented minorities.” Roughly 2-in-5 John Jay undergraduate students are Latino. These facts put John Jay in a powerful position to contribute to the diversification of the STEM fields. In our mission statement we say that we “are dedicated to educating traditionally underrepresented groups and committed to increasing diversity in the workforce.” Expanding the science majors offered by John Jay College is a critical step toward advancing that institutional goal. The Toxicology major at John Jay will open a new door of opportunity for the complete demographic spectrum of students who go to CUNY, preparing them to pursue graduate training in the field or to enter the workforce immediately.

III. Student Interest/Enrollment

For many years, the faculty in Department of Sciences has known, through conversations with individual students, that some subset of Forensic Science (FOS) majors regrets that the college has no other science degree. Therefore as we contemplated designing both the Cell and Molecular Biology major and the Toxicology major proposed in this document a decision was made to gather data on student sentiments somewhat more systematically. This was initially done informally by professors who spoke with students in BIO 104 and TOX 416. In May of 2013, we constructed a very short and simple survey asking students to give their thoughts and insights regarding the possible introduction of new STEM majors at John Jay College, including a Toxicology major. The survey was sent to about 100 students and answered by 94 students in total.

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8 [http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2008_06_20/caredit.a0800092](http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2008_06_20/caredit.a0800092)
The first question we asked was: **Should John Jay offer a new toxicology major focusing on general toxicology and environmental health science besides the current forensic toxicology?** Combining the responses from the two course-based groups, we saw that 88% answered in the affirmative.

The second question asked: **If there had been additional non-Forensic Science majors to choose from at John Jay, what major would you have chosen, from the list below?**

- □ I would still have selected Forensic Science (Forensic biology, Criminalistics, and Forensic toxicology)
- □ Cell and Molecular Biology
- □ Chemistry
- □ Toxicology specialized in general toxicology and environmental health science
- □ Other science major: _________________________
- □ No science

If there had been additional non-Forensic Science majors to choose from at John Jay, 40% of the students would still choose FOS as a major, 21% students would choose Cellular and Molecular Biology (which is the new major and will be offered by Department of Sciences in 2015), and 21% students would choose TOX. It is worth noting, however, that of the respondents who were in TOX 416, a full 33% said they might transfer to toxicology, as opposed to 19% among those in BIO 104. Interest in pursuing the study of toxicology was stronger among students who were learning its principles and techniques.

The third question asked: **If you transferred out of the Forensic Science major, please select which statement best applies to you:**

- □ I might transfer to Biology major.
- □ I might transfer to Chemistry major if there was a Chemistry major.
- □ I might transfer to Toxicology major if there was a Toxicology major.
- □ I will switch to another major because I decided that a program in the natural sciences (biology, chemistry, etc.) is not for me.
- □ None of the above, I am still pursuing Forensic Science (or graduated from FOS recently).
- □ None of these apply to me

The survey results (Table 1) also indicated that 26% students will transfer to TOX if they need to transfer out of the Forensic Science major.
Table 1. The survey results of student interest in major transfer.

<table>
<thead>
<tr>
<th>N</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>16%</td>
<td>I might transfer to Biology major.</td>
</tr>
<tr>
<td>12</td>
<td>13%</td>
<td>I might transfer to Chemistry major, if there was a Chemistry major.</td>
</tr>
<tr>
<td>24</td>
<td>26%</td>
<td>I might transfer to Toxicology major, if there was a Toxicology major.</td>
</tr>
<tr>
<td>5</td>
<td>5%</td>
<td>I will switch to another major because I decided that a program in the natural sciences (biology, chemistry, etc.) is not for me.</td>
</tr>
<tr>
<td>34</td>
<td>36%</td>
<td>None of the above, I am still pursuing Forensic Science (or graduated from FOS recently).</td>
</tr>
<tr>
<td>5</td>
<td>6%</td>
<td>None of these apply to me.</td>
</tr>
</tbody>
</table>

As was the case with Question 2, however, the respondents from TOX 416 were more likely to have an interest in transferring into a toxicology program – 36% of that group, as opposed to 19% in the less toxicology-familiar BIO 104 students.

These results appear to be corroborated by a previous and similar survey conducted in August of 2013 to student researchers in the undergraduate research program (PRISM). In this instance 85 students completed the survey (though a very small number skipped a question). In response to the question, “If you are still pursuing the Forensic Science major (or recently graduated from FOS), which of the following statements best applies to you?”

18% checked the box, “I am still in FOS but I would major in toxicology if I could.” Then, in response to the question, “If there had been additional non-Forensic Science majors to choose from at John Jay, what major would you have chosen, from the list below?” 24% checked the box for Toxicology.

It is evident from current students at John Jay that meaningful numbers of Forensic Science majors are attracted to Toxicology specifically. This is a significant fact in the context of
our desire to shrink the number of Forensic Science majors as part of an overall plan to better meet student interests while better supporting their academic success. However it is not our plan to create enrollment for Toxicology solely by making it possible for FOS students who grow interested in the field of toxicology to change majors. We see tremendous potential for drawing “new” students to John Jay and to CUNY by providing education in a STEM specialization that is extremely rare at the undergraduate level. As noted above, most practicing toxicologists began their specialization in the field in graduate school. Without diluting the basic science component of the curriculum in the least, our major will allow students an earlier start toward a professional career. St. Johns University has seen this potential, and we believe that with that package of value and price point that characterizes a CUNY undergraduate education, this program would compete very favorably with St. John’s indeed.

Five-year projected enrollment for Toxicology major is shown in Table 2. These projections consider John Jay’s 77.9% one-year retention rate (based on most recent data available from the fall 2012 entering class). Additionally, in the first three years of the major, additional existing students are expected to transfer from an existing major into the new Toxicology major. Moreover, since the general science core courses (40 credits) required for Toxicology major are very similar with FOS and CMB majors, some students in FOS and CMB majors are expected to switch major into the new Toxicology major. In the fifth year, graduates from the program are considered in the projections at a 19.1% rate, which is our average graduation rate over the five most recent years (fall 2009 cohort).
Table 2. Projected enrollment, Toxicology B.S., years 1-5

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
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<td>New</td>
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<td>New</td>
</tr>
<tr>
<td>FT students</td>
<td>18</td>
<td>9</td>
<td>25</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>PT students</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Sub-Totals</td>
<td>20</td>
<td>10</td>
<td>27</td>
<td>23</td>
<td>30</td>
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<td>30</td>
<td>50</td>
<td>69</td>
<td>89</td>
<td>100</td>
</tr>
</tbody>
</table>

*Please note: These projections consider John Jay’s 77.9% one-year retention rate (based on most recent data available from the fall 2012 entering class). Additionally, in the first three years of the major, additional existing students are expected to transfer from an existing major into the new Toxicology major. In the fifth year, graduates from the program are considered in the projections at a 19.1% rate, which is our average graduation rate over the five most recent years (fall 2009 cohort).

Admissions standards for the TOX major

Recently John Jay College created a new set of admissions standards for our existing Forensic Science (FOS) program. The new standards cover both incoming freshmen and transfer students. They were formulated following extended analysis of correlations between certain student preparedness metrics and student performance in the major. From this analysis it was learned, for instance, that the most important factor in predicting success in first-year science courses is CAA (or high school GPA, in essence) while the second most powerful predictor of student success in first-year science courses is whether or not the student took the Regents Exam in chemistry. (Curiously, the score on the exam does not predict success very well, but the fact of having taken it does.) Finally, the third most important variable in predicting success is the number of math courses taken in high school. We strongly believe that for the Toxicology major, it is prudent and reasonable to adopt the same standards were chosen for Forensic Science.
The standards developed as a consequence of this research were as follows. To declare a major in FOS, a student must have $\geq 81$ CAA (high school average) AND one of the following must also be true: took Chemistry Regents Exam, OR took AP chemistry exam, OR $\geq 3.5$ units of math, OR $\geq 50$ on the CLEP Chemistry exam. This is the “bar” for freshmen who wish to enter the FOS program immediately upon arrival at John Jay. The same standards will be applied with respect to TOX (as well as to students intending to major in the Cell and Molecular Biology program, still awaiting final approval from New York State).

It should be noted that there are two alternative paths to admissions to the FOS major for students who do not meet the standards above. Students must still meet the College’s admissions standards and complete the following:

1). A student who successfully completes CHE 100, CHE 101, CHE 102 and BIO 101, and has an average GPA $\geq 2.50$ in MAT courses taken, and an average GPA $\geq 2.50$ in Biology courses taken, and an average GPA $\geq 2.50$ in CHE 101-102, as well as a GPA $\geq 2.50$ overall, may be admitted into the FOS major.

Or, for students who decide to pursue a science major after they have already started in another major at the college.

These students must have $\geq 24$ credits, AND an overall GPA $\geq 2.50$, AND have taken MAT 105 or higher, AND have an average GPA $\geq 2.50$ in math courses, AND have taken SCI 110, 112 or 114 (gen ed science from Required Core: Life & Physical Science) with a grade of B- or better may be admitted into the FOS.

These sets of standards strike, we feel, a proper balance between access and realism based on years of historical data.

As for transfer students, the standards are simply as follows: Transfer students who have taken science courses in a science-major must have a math-science GPA $\geq 2.50$ in order to be admitted to the FOS major. Transfer students from non-science majors will need to meet the criteria from Alternative Path 2 stated above.
IV. Curriculum

The curriculum for the Toxicology major (TOX) was designed after careful analysis of related programs at the following institutions: State University of New York – University at Buffalo (about 82 credits for the major), Nazareth College (about 71 credits for the major), PENN State University (about 69 credits for the major), and St. John’s University (about 73 credits for the major). We used them as models to build sound course scaffolding and the typical size and scope of a general Toxicology major. Moreover, we have designed this TOX major based on the strengths of our Department and the faculty involved in this program. This TOX major will also be the first TOX major among CUNY colleges.

Learning Outcomes of Major

The Toxicology major (TOX) is designed to educate our students to be able to:

- Describe the distribution and the toxic mechanism of chemical, physical, and biological agents in the natural and occupational environment.
- Identify and describe the diseases or other adverse health effects that may result from exposure to toxic agents and the risk of those outcomes.
- Recognize regulatory and management considerations relative to toxic agents.
- Apply quantitative methods to measure the concentration or intensity of toxic agents.
- Explain and promote interventions to reduce or eliminate exposures to toxic agents.
- Interpret and analyze the information on the interaction of natural and man-made toxicants with people, and their impact on human health and disease.
- Assess and communicate risk of toxins affecting communities of varied racial, socioeconomic and geographic divisions.

The learning outcomes of major have been designed concomitantly with the learning objectives of Department of Sciences (Appendix H). The structure of TOX curricula is well designed to fulfill the learning objectives of TOX major (Appendix I).

Foundational Coursework (40 credits). The Toxicology major (TOX) will include the basic introductory biology, chemistry, mathematics, statistics and physics courses that are an almost universal “General science” core for all sciences majors nationally. These foundational courses are in common with all biology and chemistry majors around CUNY and are prerequisites for all graduate programs in the biomedical sciences and most professional programs such as nursing, environmental health, public health as well. These courses comprise the 40-credit “General Science Foundation” in our curriculum.
Toxicology Core (18 credits). Toxicology core courses cover the basics of toxicology (environmental, biomedical, forensic and clinical) and are designed to equip students with basic concepts of Toxicology. The courses include Toxicology of Environmental and Industrial Agents (TOX313), Biochemistry (CHE315), Human Physiology (BIO355), Analytical Techniques in Toxicology (TOX4xx), Principles of Pharmacological Toxicology (TOX4xx), and Analytical and Quantitative Toxicology (Lab) (TOX4xx). These courses work in an integrated manner and covers an overlapping array of topics from their distinct sub-disciplinary perspectives. There is some natural scaffolding in place. TOX313, CHE315, and BIO355 are the prerequisite for Principle of Pharmacological Toxicology which requires knowledge of human body structure and function (to be introduced in CHE 315 and BIO 355) and the basic concepts of pharmacokinetics/toxicokinetics, pharmacodynamics/toxiodynamics, and toxins (to be introduced in TOX313). Analytical Techniques in Toxicology and Analytical and Quantitative Toxicology (Lab) as core courses are essential for toxicology students to obtain the skills and knowledge to study toxins in our body and environment both qualitatively and quantitatively.

Electives (5 - 7 credits). The Toxicology major (TOX) also requires students to select two additional courses as electives. One elective must be chosen from a list of toxicology courses: Cellular and Molecular Toxicology (TOX3xx), Principles of Risk Assessment (TOX3xx), Introduction to Forensic Toxicology (TOX3xx) and Clinical Toxicology (TOX3xx). The other elective must be chosen from a list of biology or chemistry courses: Cell Biology (BIO205), Genetics (BIO315), Inorganic Chemistry (CHE361), Anatomy and Physiology Lab (BIO356), Microbiology (BIO211) and Biochemistry II (CHE3xx). The spread of currently planned elective courses represents broad inclusion of the various sub-disciplines of toxicology. These courses represent the burgeoning fields within biomedical science and as such, will help our graduates compete at the highest levels for employment or positions in prestigious graduate programs.

For example, the list below shows elective courses that would be great choices for students seeking a career in one of the following disciplines of toxicology:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Ideal electives</th>
</tr>
</thead>
</table>
| Environmental and occupational toxicology | Principles of Risk Assessment (TOX 3xx)  
                                         | CHE 361, BIO 211                                                              |
| Clinical and forensic toxicology    | Introduction to Forensic Toxicology (TOX 3xx); Clinical Toxicology (TOX 3xx); Biochemistry II (CHE 3xx)  
                                         | BIO 315, CHE 361, BIO 356, BIO 211                                           |
| Cellular and Molecular Toxicology  | Cellular and Molecular Toxicology (TOX 3xx); Biochemistry II (CHE 3xx)  
                                         | BIO 205, BIO 315, BIO 211                                                    |
Capstone (3 credits). Toxicology major (TOX) will be completed with a three-credit capstone experience with two choices possible: a research internship (TOX402) or a senior seminar (TOX401). TOX402 is a similar course as a capstone option in the FOS major (FOS402) and consists of at least 400 hours of mentored research with one of our department faculty members. These internships are rigorous and include graded assignments that map to the very high-level learning goals of the course. Since the FOS402 course was introduced as a capstone option in 2007, it has existed almost fully within our undergraduate research support program, PRISM. PRISM is a vibrant community of undergraduate scholars and support programming, fully financed by federal grants, with an impressive record of preparing students for graduate and professional programs. Students who wish to pursue postgraduate study will most benefit from the research experience and will be strongly counseled to take that capstone course.

Capstone Senior Seminar (TOX401) is a new course designed to be taken in the senior year. Different faculty members will teach it and will change each semester. The faculty member will choose current topics in toxicology field from basic research to public health issue. The courses will be designed to engage students in analysis and discussion of publications from the technical and non-technical literature in toxicology and from current topics of toxicology appearing in other media. TOX401 will be driven primarily by the reading, analysis, and critique of scientific articles or literature.

Writing, Presentations, and Ethics Across the Curriculum. Our TOX major will include a substantial amount of writing in all courses, as mandated by the writing across the curriculum (WAC) standards at John Jay College. Writing assignments will include detailed lab reports in all laboratory courses, and an analysis and critique of research papers in the advanced courses. In fact, one of the toxicology core courses (CHE 315) is offered as a writing-intensive course. In this course, students are taken through the process of scientific writing in great detail. Visits to the Writing Center for one-on-one tutoring are a required component of this course and the section size of this course (14) allows extensive personal instruction on writing. In addition, students are taught to edit, revise, and critique each other’s work and develop the iterative revision process common in scientific writing. Moreover, lab courses in this Toxicology major, such as Analytical and Quantitative Toxicology (TOX4xx; core course), Cellular and Molecular Toxicology (TOX3xx; elective), and Anatomy and Physiology Lab (BIO356; elective) will request students to submit 4-8 lab reports based on their experimental data. Students who enroll in Principles of Risk Assessment (TOX3xx) and Clinical Toxicology (TOX3xx) will also need to submit several case study reports.
The student presentations will be integrated explicitly into Analytical Techniques in Toxicology (TOX4xx) and Principles of Risk Assessment (TOX3xx) to discuss current issues in the discipline of toxicology.

A large number of scientific research articles are required reading in Toxicology of Environmental and Industrial Agents (TOX313), Cell Biology (BIO205), Genetics (BIO315), Microbiology (BIO211), Analytical Techniques in Toxicology (TOX4xx), Cellular and Molecular Toxicology (TOX3xx), Principles of Risk Assessment (TOX3xx), and Clinical Toxicology (TOX3xx).

Ethics and a critical analysis of the discipline will be a markedly prominent aspect of the Toxicology major (TOX), inheriting this focus from the Forensic Science (FOS) and Cellular and Molecular Biology (CBM) majors. Upper-level science courses at John Jay often place substantial focus on ethics, responsible conduct, and criticism/skepticism of scientific approaches and results. This is due to the unique nature of the toxicology discipline in which its daily practice serves the life and liberty of human beings. Each course specifically incorporates instruction on the responsible and ethical practice of that discipline. Some courses have explicit modules on ethics, including the required courses Modern Biology 2 (BIO 104), Toxicology core courses, both capstone courses and some of the electives such as Principles of Risk Assessment (TOX3xx), Introduction to Forensic Toxicology (TOX3xx), Genetics (BIO315), Anatomy and Physiology Lab (BIO356) and Clinical Toxicology (TOX3xx). In this way, the principles of ethical conduct in research will be fully incorporated into the major.

Critical analysis of the discipline and its practices will also be incorporated into the Toxicology major (TOX). This is part of a department-wide effort to increasingly engage students with the scientific literature. For example, we have introduced the reading and analysis of primary scientific manuscripts into the recitation sessions of 100-level biology courses. Nationally, many programs delay students’ access to the scientific literature until very advanced or even graduate courses. We are employing the opposite approach. We are familiarizing students with the process and nature of scientific research including the importance of controls, objectivity, ethics, statistical analyses, skepticism, the avoidance of dogma, alternative explanations and hypotheses, and creative thinking.

The study of toxicology not only focuses attention on understanding the toxicity or toxic mechanism of toxins, but also on making our living environments healthier and safer by discussing the public safety issues and increasing the awareness of potential hazards in our daily lives. Justice aims to make lives better. Toxicologists have the critical responsibility of keeping the public safe from harmful substances often found in food, the environment, medicines, drugs of abuse and other sources. Through research and education, toxicologists can improve the health and safety of humans and other living organisms and protect the environment and the society in which we live.
Curriculum Planning and Academic Timeline. The proposed Toxicology major (TOX) is readily attainable during a typical four-year full-time timeline of student progress. Summer coursework would not be required for timely completion of the major, an important consideration for students dependent on financial aid who may have to work during the summer. However, many courses in this major are indeed offered over the summer terms (BIO104, CHE 104, CHE 202, MAT 141, MAT 241, CHE 315). Thus, we can advise students who want to “get ahead” or lighten their load during the academic year to take summer courses. See Appendix C. Table xx for the Undergraduate Program Schedule. Some of the “General Science Core” courses that are required in the Toxicology major (TOX) also fulfill general education requirements as “STEM variants”. In addition, academic advisement will be provided to students in the Toxicology major by faculty and academic advisors to help guide students through the major.

This proposed curriculum plan will suit the majority of students in the Toxicology major (TOX). However, some students may begin their studies at John Jay without being fully prepared for this path. The Department of Sciences has adapted new admission standards for entry into the STEM majors taught at John Jay. Students who do not meet the requirement of admission standards will be advised to enroll in either/both of the “paced” curricula in biology and chemistry (BIO 101 and BIO 102 instead of BIO 103, and/or CHE 101 and CHE 102 instead of CHE 103) and SCI105. These students will be closely supervised by an academic advisor.
The outline of the major is as follows:

The Toxicology Major (TOX) 66 - 68 CREDITS

1. GENERAL SCIENCE CORE COURSES: 40 credits (required)

   BIO 103 Modern Biology 1 5 credits
   BIO 104 Modern Biology 2 4 credits
   CHE 103 General Chemistry 1 5 credits
   CHE 104 General Chemistry 2 4 credits
   MAT 241 Calculus I 3 credits
   MAT 301 Statistics 3 credits
   CHE 201 Organic Chemistry 1 4 credits
   CHE 202 Organic Chemistry 2 4 credits
   PHY 101 College Physics I** 4 credits
   PHY 102 College Physics II** 4 credits

   ** Students can also take PHY 203 and PHY 204 as alternatives. Students who want to go into medical school will be advised to take PHY 203 and PHY 204.

2. TOXICOLOGY CORE COURSES: 18 credits (required)

   TOX 313 Toxicology of Environmental & Industrial Agents 3 credits
   BIO 355 Human Physiology 3 credits
   CHE 315 Biochemistry (with lab) 4 credits
   TOX 4xx Analytical Techniques in Toxicology* 3 credits
   TOX 4xx Analytical and Quantitative Toxicology (Lab)* 2 credits
   TOX 4xx Principles of Pharmacological Toxicology* 3 credits

3. CAPSTONE COURSE (choose one): 3 credits

   TOX 401 Senior Seminar* 3 credits
   TOX 402 Research Internship 3 credits

4. ELECTIVES (two electives; must choose one from each group): 5 - 7 credits

   (A) Toxicology electives:

   TOX 3xx Cellular and Molecular Toxicology (with lab)* 4 credits
   TOX 3xx Principles of Risk Assessment* 3 credits
   TOX 3xx Introduction to Forensic Toxicology* 3 credits
   TOX 3xx Clinical Toxicology* 3 credits
(B) Biology/Chemistry electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 205</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>CHE 361</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>BIO 356</td>
<td>Anatomy and Physiology Lab</td>
<td>2</td>
</tr>
<tr>
<td>BIO 211</td>
<td>Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 3xx</td>
<td>Biochemistry II*</td>
<td>3</td>
</tr>
</tbody>
</table>

* New courses to be developed and offered

V. Cost Assessment

The additional cost to mount in Toxicology major (TOX) is for one new full-time faculty member (Assistant Professor; annual salary $74,133) who is either an Environmental Toxicologist or a Biochemical Toxicologist to expand and strengthen the teaching and research capacity in environmental and biochemical toxicology areas at 2016. Our faculty are currently involved in teaching biology/chemistry/physics courses for the Forensic Science (FOS) and Cellular and Molecular Biology (CMB) majors, which they will continue to do. There is considerable overlap between TOX major and FOS and CMB majors. In the General Science Core courses, due to new admission standards for FOS and CMB the enrollment is expected to decrease by 40-50%. Therefore, the vacated capacity and resources will be available to students in TOX major. These three majors all have very similar basic core courses (about 40 credits). Some of courses in the FOS and CMB majors are also either the core courses or the electives for the TOX major.

Academic advising is one of the key components to promote a student’s success. With the new major, the academic advisor and the major coordinator will be playing critical roles for the students who decide to major in toxicology. Having an academic advisor and major coordinator will be essential to the success of the program. This will involve two course releases for fulltime faculty and will cost approximately $7,000 per year.

No new laboratory construction is necessary to launch these courses, as the department recently relocated to the New Building at John Jay College. This move brought a substantial increase in our laboratory space. Based on optimization of laboratory space utilization, there is
currently sufficient laboratory capacity to expand the laboratory course offerings in order to run the proposed major. The new laboratory courses, however, will require the acquisition of additional equipment, instrumentation, and supplies (Appendix E). The Chair of the Department, together with the Chief CLT both fully support this proposal and have agreed to make the outfitting of these new laboratory courses a priority in the current Department base budget so no additional costs are anticipated.

No new library acquisitions, memberships, or subscriptions are required for this proposal, above and beyond the regular requests that come from faculty research interests. Importantly, the primary literature in the biomedical sciences is in a state of moving toward free and open access. The proliferation and prominence of open-accessing publishing continues each year. In addition, federal law requires that all research supported with federal grants be made freely and publically available six months following the original publication date. Because most research in the biomedical sciences is conducted with support from the National Institutes of Health and the National Science Foundation, the overwhelming majority of primary journal articles are now accessible to anyone with an Internet connection.

VI. Evaluation and Assessment

The Department of Sciences will take substantial steps to assure that the Toxicology major is meeting its learning goals and serving its students as intended. Outcomes assessment for all courses will be evaluated as part of our department’s ongoing commitment to assess the achievement of learning goals in all courses. We have implemented a five-year cycle of outcomes assessment and these courses are already, or will be upon creation, included in that effort.

Assessment of the broader program learning goals will also be conducted in the following manner. First, the individual learning goals of all courses in the major will be mapped to the learning goals of the Toxicology major. This exercise, already conducted for the FOS major, is an excellent practice for identifying gaps in the coverage of declared learning goals. Such gaps will be addressed through revision of the learning goals of courses, which will likely involve official course revision through the college curriculum governance.

Program Review. As mentioned above, John Jay College has institutionalized a five-year cycle of curricular review for programs and majors. The curricular review involves
preparation of a self-study report by the faculty of the major or department, a site visit by outside evaluators, and the development of an action plan with the Dean of Undergraduate Studies. If warranted, curricular revision would occur in the subsequent year. In our case, we will pay special attention to the fate of our alumni and carefully track their acceptance to graduate programs. This is part of an ongoing effort through the PRISM program and inclusion of Toxicology major into that effort will be automatic. We will conduct periodic surveys of employers and graduate programs into which our students matriculate so that we can assess how well our program prepared students for their subsequent careers.

**Methods of Assessment.** At the beginning of every academic year, the department curriculum committee will develop and implement a plan for reviewing some aspect of the program’s overall performance in preparing students to meet or exceed the program learning outcomes of the major. This will be done, first and foremost, through the assessment of learning goal achievement in specific courses, particularly the capstones. Periodically, we will require instructors to submit samples of work, whether examinations, research papers, or projects, which will be subjected to independent review by a panel of faculty members. The department curriculum committee, working with the major coordinator, will oversee the implementation of the assessment plan each year. Each year will bring focus to a different core course or capstone, along with a subset of the electives. Thus, the entire major will be completely and continually evaluated in a five-year cycle. Likely over the summer, data collected during outcomes assessment will be analyzed and compiled into an annual report.

**Feedback and Reporting.** The annual outcomes assessment report will be distributed to all program faculty before the start of the next academic year and will be discussed at the first departmental faculty meeting of the year. Thus, individual instructors will be made aware of student achievement throughout the program, even if their own courses were not subject to assessment in a given year. The most immediate advantage of this is that all faculty will be made aware of any weaknesses, gaps, and misconceptions that may occur in student learning, so that measures can be taken to address them broadly and swiftly. The department curriculum committee will then be charged with identifying and implementing any course or program revisions that the department deems necessary to achieve the learning goals.
VII. Appendices

Appendix A – Full-time Toxicology Faculty (alphabetical order)

1. **Shu-Yuan Cheng** earned a BS in pharmacy from Taipei Medical College in Taiwan and an M.S. and a Ph.D. in Toxicology from St. John’s University. She has postdoctoral training in molecular biology and biochemistry at New York Medical College and in psychiatry and pharmacology at NYU School of Medicine. In 2008, Professor Cheng joined the faculty of John Jay College as Assistant Professor of Toxicology. She has received funding from the National Science Foundation to study the protein function and regulation of pokeweed antiviral protein and has authored 11 research articles since 2004. Professor Cheng’s current research focus is in the toxic mechanism of dithiocarbamates in association with neurodegenerative diseases.

   At John Jay, Professor Cheng has taught BIO 356, and TOX 313, and other course in toxicology at the undergraduate and graduate level. She will also be in the regular rotation to teach FOS 402 (Toxicology capstone course). Moreover, She will teach the new proposed courses: Analytical Techniques in Toxicology (TOX4xx), Analytical and Quantitative Toxicology (TOX4xx), and Cellular and Molecular Toxicology (TOX3xx).

2. **Marta Concheiro** (new faculty) joined Department of Sciences in Spring 2015. Marta Concheiro-Guisan earned her BS in Pharmacy in 2002 and her PhD in Toxicology in 2006 at the University of Santiago de Compostela (Spain). She was a Postdoctoral Fellow at the National Institute on Drug Abuse (NIDA), NIH, in Baltimore, MD, from 2008-2009. After that, she was Researcher and Lecturer of Forensic Toxicology for 2 years at the University of Santiago de Compostela, and from 2012-2014 she was Research Scientist at NIDA. She has great experience in analytical methods’ development and validation in different kind of specimens (blood, urine, oral fluid), as well as in analytical results interpretation. She participated in Drugs and Driving Research Projects, and in Clinical Protocols at NIDA. Dr. Concheiro has 40 publications in peer-reviewed journals, and she has participated at more than 30 toxicology meetings.

   She will teach the following toxicology courses: TOX415-416, TOX313, and Introduction to Forensic Toxicology (TOX3xx).
3. **Lissette Delgado-Cruzata** earned a B.S. in Biochemistry from the University of Havana, an M.P.H from the Mailman School of Public Health at Columbia University, a Ph.D. in Environmental Health Sciences from Columbia University and did postdoctoral training in cancer epidemiology and biomarker development at the Columbia Cancer Epidemiology Program. She joined the faculty of John Jay College in 2013 as an Assistant Professor of Biology. Professor Delgado-Cruzata has received funding from the National Cancer Institute and has authored twelve research articles, and one review article. Professor Delgado-Cruzata's current research interests focus on understanding epigenetic changes associated with the etiology of breast cancer, and the application of this research in population and family studies. She also has an interest in developing epigenetic markers for forensic identification of tissue samples.

To date, Professor Delgado-Cruzata has taught in the introductory biology courses, but she will eventually teach in Genetics (BIO315) and the new proposed Principles of Risk Assessment (TOX3xx). She also plans to develop and teach future elective courses in public health. She will be in the regular rotation to teach FOS402 (Toxicology capstone course).

4. **Artem V. Domashevskiy** earned a B.A. in Chemistry from Hunter College, a PhD in Biochemistry and Molecular Biophysics from the Graduate Center, CUNY, and postdoctoral training in Molecular Plant Biochemistry at John Jay College. He joined the faculty of John Jay in 2012. Professor Domashevskiy has received funding from the PSC-CUNY program and the Program for Research Initiatives for Science Majors (PRISM) at John Jay College. He has authored peer-reviewed research articles, and presented his research at various scientific conferences.

Professor Domashevskiy's current research interests reside in studying ribosome inactivating proteins (RIPs) from plants, specifically pokeweed antiviral protein (PAP) isolated from Phytolacca americana plant. His laboratory uses methods in molecular biology and biophysics to study structure, function, and antiviral properties of PAP.

Professor Domashevskiy teaches, and serves as the course coordinator for, CHE315 (Biochemistry), which is a required course in the major, despite being listed as a chemistry course. He has also taught introductory chemistry courses at John Jay (CHE10x), also required in the toxicology major.
5. **Lawrence Kobilinsky** earned a BS and MA in Biology from the City College of New York, a Ph.D. in Biology from the Graduate Center of the City University of New York, and completed postdoctoral training in Immunology at Mount Sinai School of Medicine and Memorial Sloan-Kettering Cancer Center in New York City. He joined the faculty of John Jay College in 1981 and has since been tenured and promoted to full Professor. He has also served as Interim Dean of Graduate Studies, Interim Dean of Undergraduate Studies, Associate Provost, Science Advisor to the President, and has been the chair of the Department of Sciences since 2007. He is a member of 18 professional organizations, has authored numerous peer-reviewed manuscripts and review articles, and is the author or editor of five books.

   To date, Professor Kobilinsky has taught in the following courses: BIO103 and BIO104. He has developed a biology course for the general education curriculum, and will teach in the regular rotation of FOS402 (Toxicology capstone course).

6. **Nathan H. Lents** earned a BS in Molecular Biology from Saint Louis University, a Ph.D. in Physiology and Pharmacology from S.L.U. Medical School, and postdoctoral training in genomics, bioinformatics, and gene expression control at NYU Cancer Institute. He joined the faculty of John Jay College in 2006 and was tenured and promoted to Associate Professor in 2011. Professor Lents has received funding from the National Institutes of Health, the National Science Foundation, the U.S. Department of Education, and the Susan G. Komen Breast Cancer Foundation. Since 2002, he has authored 23 research articles, four review or opinion articles, and one book chapter. Professor Lents's current research interests reside in the molecular mechanisms of gene expression control in specific physiological contexts, for example during hematopoietic differentiation. In addition, he has also conducted and published research in the realm of Forensic Biology and Toxicology and on the use of educational innovations in science pedagogy and curriculum.

   To date, Professor Lents has taught in the following courses: BIO101-104, BIO205, BIO255, and BIO355. He developed Bio255 and Bio355. He will be in the regular rotation to teach FOS402 (Toxicology capstone course).
7. **Jason Rauceo** earned a B.A. in Biology from Hunter College, a Ph.D. in Cellular, Molecular, and Developmental Biology from The Graduate Center of the City University of New York, and postdoctoral training in microbial genetics, genomics, and fungal gene regulation at Columbia University. He joined the faculty of John Jay College in 2008 and is currently an Assistant Professor. Professor Rauceo has received funding from the National Institutes of Health. Since 2004, he has authored 11 peer-reviewed research articles.

Professor Rauceo's current research interests focuses on Candida albicans, the most common opportunistic fungal pathogen, which causes superficial to potentially deadly systemic infections in the human host. Specifically, he is interested in the cellular signaling and genetic adaptive mechanisms to stress caused by varying microenvironments and antifungal drugs.

To date, Professor Rauceo has taught in the following courses: BIO101-104, BIO211, and BIO315. He will be in the regular rotation to teach FOS402 (Toxicology capstone course).

8. **Richard Stripp** earned a B.S., M.S., and Ph.D. in Toxicology/Pharmacology from St. John’s University. He has worked as a practicing Forensic Toxicologist for over twenty years and joined the faculty of John Jay College in 2004 as an Assistant Professor of Toxicology. Dr. Stripp’s research focuses on the measurement of drugs and chemicals in biological matrices and the assessment of their associated effects.

To date, Professor Stripp has taught the following courses listed in the TOX major: TOX313. In addition, Professor Stripp is involved in the planning of additional courses in toxicology.
Appendix B. Current and New Course Descriptions

Current Courses

BIO 103 Modern Biology I
7 ½ hours: 3 hours lecture, 1 ½ hours recitation, 3 hours laboratory; 5 credits
Modern Biology I is the first half of an in-depth exploration of the basic properties of living systems on the molecular and cellular levels. Students will be introduced to cell structure, metabolism and respiration, photosynthesis, and genetics. Representative organisms from the prokaryotic and eukaryotic kingdoms are studied in detail. The laboratory portion of the course is designed to reinforce the concepts taught in the lecture and to teach basic laboratory skills. This course is designed for students with a science background and for Forensic Science majors. Prerequisite: SAT Verbal score of 520 or higher or completion of the New York State Biology Regents with a score of at least 80%. Students who did not take the Biology Regents will need departmental permission.
Note: This course has a $25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.
Prerequisites: SAT Verbal score of 520 or higher or completion of the New York State Biology Regents with a score of at least 80%. Students who did not take the Biology Regents will need departmental permission.

BIO 104 Modern Biology II
7 ½ hours: 3 hours lecture, 1 ½ hours recitation, 3 hours laboratory; 4 credits
This course is the second half of the Modern Biology sequence. It continues the in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismal levels. In addition, evolution and ecology are introduced. Representative organisms from the plant and animal kingdoms are studied in detail. The laboratory portion of the course emphasizes phylogeny and teaches basic microscopy and dissection skills. This course is designed for students with a science background and for Forensic Science majors. Prerequisites: BIO 103, or BIO 101–102 or equivalent with an average grade of 2.0 or higher in the two courses.
Note: This course has a $25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences or the Flexible Core: Scientific World areas of the Gen Ed Program.
Prerequisites: BIO 103, or BIO 101-102 or equivalent with an average grade of 2.0 or higher in the two courses.

BIO 205 Eukaryotic Cell Biology
3 hours, 3 credits
The domain of life known as Eukarya consists of Plants, Animals, Fungi, and Protists, whose cells contain a nucleus and other membrane-bound organelles, contrasting them with prokaryotes (bacteria and archaea), which do not. In Bio205, students will explore the cells of eukaryotes, with a focus on human cells. Major topics include the structure, function, and biosynthesis of cellular membranes and organelles; subcellular traffic of molecules; cellular energy metabolism; receptors and cellular signaling; the cytoskeleton, the extracellular matrix, cellular attachments and cell movements; the evolution of cellular structures and multicellularity; and cell growth and oncogenic transformation. Students will be introduced to the scientific literature of cell biology.
and learn to explore and critique cellular research strategies. Scientific ethics, objectivity, experimental design, and critical analysis of the discipline will be stressed throughout.

**Prerequisites:** ENG 101, BIO 104, CHE 103 (or CHE 101 + CHE 102)

**BIO 211 Microbiology**
3 hours, 3 credits
This course is focused on the fundamental principles of Microbiology. Lecture topics include: microbial cell structure and function, microbial genetics, and host-microbe relationships. Special topics will explore current advances in technology and medical research, such as the human microbiome, synthetic biology, and emerging infectious diseases. Homework assignments will address ethical issues in microbiology such as the role of microbes in genetic engineering, vaccination, and widespread antibiotic usage in medicine and agriculture.

**Prerequisites:** ENG 101, BIO 104, CHE 103 (or CHE 101 + CHE 102)

**BIO 315 Genetics**
3 hours, 3 credits
Genetics is an introduction to the field of modern genetics. Topics are drawn from classical, molecular and population genetics and include the nature of genetic variation, genetic disorders, genomics, recombinant DNA and genetic engineering techniques. Emphasis is placed on quantitative analysis and problem solving.

**Prerequisites:** ENG 201, BIO 103 (or BIO 101 & 102), BIO 104, MAT 301 or STA 250, or permission of the instructor

**BIO 355 Human Physiology**
3 hours, 3 credits
This lecture course will explore the molecular physiological function of the cells, tissues, organs, and organ systems of the human body. Special attention will be paid to homeostasis and the integrated coordination of these diverse organ systems, the pathophysiology of common diseases, and pharmacological strategies to treat the underlying pathology. In addition to in-class examinations, students will research and deliver class presentations on diseases throughout the semester.

**Prerequisites:** ENG 201, BIO 104 (or BIO 101 & 102), and CHE 102 or 103

**BIO 356 Human Anatomy and Physiology Laboratory**
3 hours, 2 credits
The course will provide students with a hands-on exploration of the structure and physiology of the human body by using various dissecting models, sheep organs, microscope slides, and preserved rats. There will also be exploration of human physiology and physiological experiments on, and dissection of, live frogs. The course will begin with a discussion on the ethics of live dissections and the use of animals in scientific and medical research. The course will then continue with an introduction to anatomy and its various branches. The course will connect anatomical structure to physiological function and then to pathophysiology of special topics including pregnancy, injury, aging, and disease states.

**Prerequisite:** ENG 201

**Prerequisite or Co-requisite:** BIO 355
CHE 103 General Chemistry I
7 ½ hours: 3 hours lecture, 1 ½ hours recitation, 3 hours laboratory; 5 credits
This is a basic course in chemistry dealing with modern atomic and molecular theory. It introduces the basic properties and reactions of the elements and the compounds, which will be explored in greater detail in General Chemistry II. Laboratory exercises stress principles of qualitative and semi-quantitative experimentation. They will foster a better understanding of chemical principles and ensure that the necessary skills are developed to work in a scientific laboratory safely and effectively. This course is designed for students with a science background and for Forensic Science and Fire Science majors. Regents level high school chemistry is highly desired.
Prerequisites: Placement into MAT 141 or higher, or placement into MAT 104 or MAT 105 and a score of 80% or higher on the New York State Chemistry Regents. Students who did not take the Chemistry Regents will need departmental permission.
Note: This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program. This course has a $25.00 material fee.

CHE 104 General Chemistry II
7 ½ hours: 3 hours lecture, 1 ½ hours recitation, 3 hours laboratory; 4 credits
This is the second half of beginning chemistry. It builds on the basic properties and reactions of the elements and the compounds learned in the first semester of general chemistry and ends with an introduction to organic chemistry. The laboratory stresses principles of qualitative and semi-quantitative experimentation and fosters competence in the skills needed to work safely and effectively in a scientific laboratory. This course is designed for students with a science background and for Forensic Science and Fire Science majors. Regents level high school chemistry is desired.
Prerequisites: CHE 103, or an average grade of 2.0 or better in CHE 101-102 or the equivalent, and completion of MAT 104 or MAT 105 or equivalent
Note: This course has a $25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

CHE 201-202 Organic Chemistry I & II
7 ½ hours each: 3 hours lecture, 1 ½ hours recitation, 3 hours laboratory; 4 credits
Introductory study of properties and behavior of organic molecules including nomenclature, structure and bonding, reaction mechanisms, synthetic methods, and modern spectroscopic techniques for structural analysis. Concurrent laboratory work utilizing modern semi-micro methodology for synthesis, purification and analysis.
Prerequisites: ENG 101, and CHE 104, which is a prerequisite for CHE 201. CHE 201 is a prerequisite for CHE 202.
Note: This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

CHE 315 Biochemistry
6 hours: 3 hours lecture, 3 hours laboratory; 4 credits
This course provides a fundamental and detailed introduction to modern biochemistry. Lecture topics include amino acids and proteins, nucleic acids, lipids, carbohydrates, classical bioenergetics and metabolism. Emphasis is placed on contemporary applications of protein and
nucleic acid biochemistry. Forensic applications of and special topics in biochemistry are integrated with the course material. Modern laboratory procedures in biochemistry, including biomolecular purification, analysis, and spectroscopic thermodynamic and kinetic techniques are introduced. Current methods of graphical presentation and mathematical analysis of experimental data are applied.

**Prerequisites:** ENG 201, BIO 104, CHE 202, PHY 204 OR PHY 102, and MAT 241

**Note:** This course has a $35.00 material fee.

**CHE 361 Inorganic Chemistry**
3 hours, 3 credits
In this course, students will explore the properties and applications of all the elements in the periodic table, including both metals and nonmetals. This course is also of increasing importance in current forensic science, as many inorganic materials including soils, glass, and metals or metal salts are analyzed as evidence by forensic chemists. Students will be introduced to essential experimental skills and knowledge in the foundations of inorganic chemistry, as well as practical applications in Forensic Science and Medicine. Achievements in recent research, as well as industrial and biological aspects of inorganic chemistry, are also included.

**Prerequisite:** ENG 201 and CHE 202

**Prerequisite or Co-requisite:** CHE 302

**MAT 241 Calculus I**
3 hours, 3 credits
The basic concepts of limit, continuity and derivative are presented. Differentiation and integration of algebraic functions are developed. Applications are made to related rates, problems of maxima and minima, and to finding areas and volumes.

**Prerequisite:** ENG 101, and MAT 141 or placement examination

**Note:** This course satisfies the Required Core: Math and Quantitative Reasoning area of the Gen Ed Program.

**MAT 301 Probability and Mathematical Statistics I**
3 hours, 3 credits
Emphasis on the probability theory necessary for the study of statistical inference. Topics include studies of discrete, continuous and multivariate distributions. Applications to problems involving normal, binomial, Poisson and other distributions. Introduction to theory and methods of testing hypotheses and of estimation.

**Prerequisites:** ENG 201, MAT 241 or placement exam

**Note:** This course satisfies the Required Core: Math and Quantitative Reasoning area of the Gen Ed Program.

**PHY 101 College Physics I**
6 hours: 2 hours lecture, 1 hour recitation, 3 hours laboratory; 4 credits
Topic include kinematics, vectors, forces, Newton’s law of motion, weight, gravitational field, free fall, non-uniformly accelerated motion, momentum and impulse, kinetic and potential energy, heat and thermodynamics, illumination and photometry, reflection of light, refraction.

**Prerequisites:** Sequential Mathematics Level III or Trigonometry
PHY 102 College Physics II
6 hours: 2 hours lecture, 1 hour recitation, 3 hours laboratory; 4 credits
Topics covered include electrostatics, electric fields and electric potential, current electricity, magnetic field, electromagnetic induction, the wave-particle duality, photons and matter waves, physics of the atom, nuclear physics.
Prerequisites: PHY 101

PHY 203 General Physics I
6 hours: 2 hours lecture, 1 hour recitation, 3 hours laboratory; 4 credits
This is the first semester of a two-semester introductory course sequence, which is designed to provide the student with a general knowledge of the principles, concepts and theories of classical and modern physics. This calculus-based course is designed for students with a science or engineering background and for Forensic Science majors. The topics covered this semester will pertain to geometric optics, mechanics, and heat and thermodynamics.
Prerequisites: ENG 101, MAT 241
Co-requisite: MAT 242
Note: This course has a $25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

PHY 204 General Physics II
6 hours: 2 hours lecture, 1 hour recitation, 3 hours laboratory; 4 credits
This is the second semester of a two-semester introductory course sequence that is designed to provide the student with a general knowledge of the principles, concepts, and theories of classical and modern physics. This calculus-based course is designed for students with a science or engineering background and for Forensic Science majors. The topics covered this semester will pertain to fluid mechanics, vibrations and wave motion, electricity and magnetism, and physical optics.
Prerequisites: PHY 203, MAT 242, and ENG 101
Note: This course has a $25.00 material fee
This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

TOX 313 Toxicology of Environmental and Industrial Agents
3 hours, 3 credits
An introduction to the principles of toxicology, distribution, metabolism and effects of toxic chemicals such as pesticides; metals; chemical carcinogens; air, water, and soil pollutants; radiation and industrial solvents; hazardous waste and consumer products.
Prerequisites: ENG 201 and CHE 201-202
New Courses

**CHE 3XX (316) Biochemistry II**
4.5 hours: 3 hours lecture, 1.5 hours recitation; 3 credits
This is a second course in a two semester sequence in the fundamentals of Biochemistry whose major goals are: 1) to provide an understanding of the physical, chemical and biological context in which biochemistry takes place, 2) to examine, in quantitative terms, the chemical changes catalyzed by the component enzymes of the different metabolic pathways, and 3) to describe the various intracellular controls that govern the rate at which the pathways function. Topics covered are bioenergetics and intermediary metabolism: glycolysis, the citric acid cycle, electron transport and oxidative phosphorylation, photosynthesis, glucose and glycogen metabolism, fatty acid catabolism, lipid biosynthesis, amino acid metabolism and the synthesis and degradation of nucleotides.
Prerequisites: ENG 201, CHE 315

**TOX 3XX Cellular and Molecular Toxicology**
6 hours: 3 hours lecture, 3 hours laboratory; 4 credits
Every cell encounters toxic insults. In order to survive, several protective mechanisms are triggered to defend against such insults. This course will present the fundamental concepts of cellular and molecular toxicology including membrane-bound transporters, small molecules such as glutathione, enzymes for biotransformation and detoxification, and proteins affecting the repair of damaged macromolecules such as DNA. The cellular response to toxic insults also involves integrated biological processes, including the activation of signaling pathways, the regulation of gene expression and cell division, and programmed cell death. This course will also unravel the key processes in this cellular drama. The main goal of this course is to introduce cellular and molecular principles and the key biochemical players, and, as such, to foster a deeper understanding of the molecular basis of toxicology.
Prerequisite: ENG 201, CHE 315

**TOX 3XX Clinical Toxicology**
3 hours, 3 credits
This course serves as an introduction to the basic principles of clinical toxicology. This study will emphasize the common drugs/poisons that are encountered by the practicing clinical toxicologist and the approach to establishing the cause of adverse effects. Topics that are explored include clinical effects and toxicology of drugs and poisons. Assessment of impairment of human performance, intoxication and how the interpretation of adverse effects is utilized in the emergency setting is presented. Common poisons and drugs encountered in clinical toxicology are emphasized. An introduction to the basic applied methods of clinical toxicology is also presented including; biological samples, analytical schemes, and some of the special problems commonly encountered in clinical toxicology. Lectures, directed readings, and participatory discussions will introduce the science of forensic toxicology.
Prerequisites: ENG 201, CHE 315, BIO 355, TOX 313
TOX 3XX Introduction to Forensic Toxicology
3 hours, 3 credits
This course will present the fundamental concepts of forensic toxicology and will provide detailed information on instruments and the principles and theories of their use, drugs of abuse, alcohol, postmortem toxicology, and general principles of toxicology.
Prerequisites: ENG 201, CHE 315, BIO 355, TOX 313

TOX 3XX Principles of Risk Assessment
3 hours, 3 credits
This course will provide the students with definitions of risk and an introduction to the current risk assessment practices and procedures as they relate to environmental health and public health issues. The course will explore the intrinsic complexities, challenges, and controversies associated with analysis of environmental health risks in different settings.
Prerequisites: ENG 201, TOX 313

TOX 4XX Analytical Techniques in Toxicology
3 hours, 3 credits
This course will present the fundamental concepts of analytical toxicology including sampling, sample handling, chain of custody, sample storage, sample preparation (such as homogenization, digestion, extraction, and derivatization), and various analytical techniques (including but not limited to chromatography, immunoassay, enzyme-based assay, spectrophotometry, and mass spectrometry).
Pre-requisites: CHE 315, BIO 355, TOX 313

TOX 4XX Analytical Techniques and Quantitative Toxicology Laboratory
5 hours, 2 credits
This course is designed to provide students with 1) the fundamental approaches necessary to investigate toxicological problems; 2) the theoretical foundations of the methods used by criminal and toxicology labs as well as by pharmaceutical companies; and 3) the knowledge of the practical application of the toxicological methods. Topics included in this laboratory course will cover the methods for the isolation, purification, and characterization of chemical compounds, general lab habits, data collection, note taking, and data analysis.
Prerequisites: ENG 201, CHE 315, BIO 355, TOX 313
Prerequisite or Co-requisite: Analytical Techniques in Toxicology (TOX 4XX)

TOX 4XX (401) Capstone Senior Seminar
3 hours, 3 credits
This capstone course in Toxicology is designed to assess the students’ skills and knowledge to research topic and issues in toxicology independently, assimilate information and disseminate information in an organized and understandable fashion.
Prerequisites: ENG 201, CHE 315, BIO 355, TOX 313
TOX 4XX Principles of Pharmacological Toxicology
3 hours, 3 credits
Pharmacology is the study of drug effects on living systems. This course serves as an introduction to the basic principles of pharmacology. TOX4xx will emphasize the effects of the common drugs/poisons that are encountered in our daily lives. Essential concepts pertaining to the pharmacological consequences and toxic actions of the major drug classes most often encountered in humans are studied. Students will learn necessary concepts that will assist them in developing an understanding of drug actions, including principles of pharmacokinetics as well as the physiological and cellular basis for a host of diverse drug actions such as opiate receptors. Further, topics explored include pharmacology and pharmacokinetics of drugs, and impairment versus intoxication.
Prerequisites: ENG 201, CHE 315, BIO 355, TOX 313

TOX 4XX (402) Undergraduate Research Internship
400 hours total, 3 credits
This course is an alternative to the Toxicology Laboratory Internship for those students interested in participating in faculty mentored research. Especially designed for students with an interest in post-graduate study, this course requires that students commit at least 400 hours to participating in a faculty-mentored research project. Students will be introduced to all aspects of scientific research, including hypothesis formulation, literature searching, laboratory analytical procedures, statistical interpretation of data and scientific paper writing. Arrangements for undergraduate research internships must be made with individual faculty members within the Department of Sciences in consultation with the director of this program.
Prerequisites: ENG 201, CHE 315, BIO 355, TOX 313, Senior standing and majoring in Toxicology
Appendix C: New Course Syllabi – to be added
Appendix D: New York State Forms

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

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<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flex Core: POL 101 American Gov &amp; Pol</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 301 Probability &amp; Mathematical Stats</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
<td>MAT 241</td>
</tr>
<tr>
<td>Col Option: Com – FL 102</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>FL 101</td>
</tr>
<tr>
<td>TOX 313 Tox of Env &amp; Industrial Agents</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
<td>CHE 202, BIO 104</td>
</tr>
<tr>
<td>CHE 315 Biochemistry</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>BIO 104, CHE 103</td>
<td></td>
</tr>
</tbody>
</table>

Term credit total: 16

### Term: Spring 3
<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flex core: Creative Expression</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Opt: Justice Core II</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>ENG 201</td>
</tr>
<tr>
<td>Flex core: Individual &amp; Society</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective 2 of 2 TOX 3XX Risk Assessment</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
<td>TOX 313</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

Term credit total: 16

### Term: Fall 4
<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Opt: Learning from Past</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOX 4XX Analytical Tech in Lab</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td>TOX 313</td>
</tr>
<tr>
<td>TOX 4XX Analytical Tech in Lab</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td>TOX 313</td>
</tr>
<tr>
<td>Elective or Minor</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Term credit total: 14

### Term: Spring 4
<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOX 401 Senior Seminar in Tox</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>TOX 313, CHE 315</td>
</tr>
<tr>
<td>TOX 4XX Principles of Pharmacol Tox</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
<td>TOX 313</td>
</tr>
<tr>
<td>Elective or Minor</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Term credit total: 15

### Program Totals:

| Credits: 120 | Liberal Arts & Sciences: 111 (Gen Ed – 42) | Major: 66 | Elective & Other: 17 | Cr: credits | LAS: liberal arts & sciences | Maj: major requirement | New: new course | Prerequisite(s): list prerequisite(s) for the noted courses |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheng, Shu-Yuan, Ph.D., Assistant Professor and Program Director</td>
<td>Has taught: BIO356, BIO412, TOX313, FOS402</td>
<td>100%</td>
<td>B.S., Pharmacy, Taipei Medical College (Taiwan); M.S. and Ph.D., Toxicology, St. John’s University</td>
<td>Postdoctoral fellowship, New York Medical College and NYU Medical center; 11 peer-reviewed articles; 2 NSF grants, 2 PSC-CUNY awards; Post-doctoral fellowship from NIH</td>
</tr>
<tr>
<td>Delgado-Cruzata, Lissette, Ph.D., Assistant Professor</td>
<td>Has taught: BIO104</td>
<td>50%</td>
<td>B.S., Biochemistry, University of Havana, Cuba; M.P.H., Environmental Health Sciences, Columbia University; Ph.D., Environmental Health Sciences, Columbia University</td>
<td>Cancer Epidemiology Post-doctoral fellow, Mailman School of Public Health, Columbia University; Published 14 articles; Pre-doctoral and post-doctoral fellowships from National Cancer Institute (NIH)</td>
</tr>
<tr>
<td>Domashevskiy, Artem, Ph.D., Assistant Professor</td>
<td>Has taught: CHE315 and FOS402</td>
<td>33%</td>
<td>B.S., Chemistry, Hunter College; Ph.D., Biochemistry, CUNY Graduate Center</td>
<td>Authored 5 peer-reviewed articles and one book chapter</td>
</tr>
<tr>
<td>Kobilinsky, Lawrence, Ph.D., Professor and Chair, Department of</td>
<td>Has taught: BIO103</td>
<td>10%</td>
<td>B.S., Biology, City College; M.A., Biology, City College;</td>
<td>Postdoctoral fellowship, Memorial Sloan-Kettering Cancer Center;</td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences</td>
<td>Will teach: BIO101-104</td>
<td></td>
<td>Ph.D., Biology, CUNY Graduate Center</td>
<td>64 articles published; 3 books authored/edited</td>
</tr>
<tr>
<td></td>
<td>Can also teach: BIO315</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lents, Nathan, Ph.D., Associate Professor and Program director of Cellular and Molecular Biology major</td>
<td>Has taught: BIO101-104, BIO205, BIO355, FOS402</td>
<td></td>
<td>B.S., Biology, Saint Louis University; Ph.D., Pharm/Phys Sciences, Saint Louis University, School of Medicine</td>
<td>Postdoctoral fellowship, Biochemistry and Bioinformatics, NYU Medical Center; $6.5m in funding from NSF, NIH, USDoED, and Susan G. Komen; 23 peer-reviewed articles to date; Visiting professor, University of Lincoln (U.K.)</td>
</tr>
<tr>
<td></td>
<td>Will teach: BIO205, BIO355, FOS402</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can also teach: BIO315, BIO355</td>
<td></td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Rauceo, Jason, Ph.D., Assistant Professor</td>
<td>Has taught: BIO315, BIO211, BIO101-104</td>
<td></td>
<td>Ph.D., Molecular, Cellular, and Developmental Biology. The Graduate Center of New York</td>
<td>Postdoctoral fellowship, Columbia University; 11 peer-reviewed articles; 1 NSF Grant, 1 NIH grant, 4 PSC-CUNY awards</td>
</tr>
<tr>
<td></td>
<td>Will teach: BIO211, BIO315, BIO101-104</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can also teach: BIO205</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Stripp, Richard, Ph.D., Assistant Professor</td>
<td>Has taught: TOX313</td>
<td></td>
<td>B.S. and M.S., Toxicology, St. John’s University; Ph.D., Pharmacology and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will teach: TOX313, Principles of Pharmacological Toxicology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concheiro, Marta, Ph.D., Assistant Professor</td>
<td>Can also teach: Analytical Techniques in Toxicology, Analytical and Quantitative Toxicology</td>
<td>50%</td>
<td>Toxicology, St. John’s University</td>
<td>B.S., Pharmacy, University of Santiago de Compostela (Spain); Ph.D., University of Santiago de Compostela (Spain); Postdoctoral Fellow, NIDA; 40 publications in peer-reviewed journal articles</td>
</tr>
<tr>
<td></td>
<td>Has taught: new faculty will join in Spring 2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will teach: Analytical Techniques in Toxicology, Analytical and Quantitative Toxicology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can also teach: Principles of Pharmacological Toxicology</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burns, John, Ph.D.</td>
<td>Has taught: BIO355 and BIO104 lab</td>
<td>Ph.D., Biology, NYU</td>
<td>Post-doctoral fellow, American Museum of Natural History; 2 peer-reviewed journal articles; 1 book chapter; 1 book review; Co-PI on NSF EAGER grant</td>
</tr>
<tr>
<td></td>
<td>Call also teach: BIO356 and BIO315</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joubin, Kathy, Ph.D.</td>
<td>Has taught: BIO355, BIO101-103</td>
<td>Ph.D., Columbia University</td>
<td>Research positions: RealCME, Memorial Sloan Kettering Cancer Center, NYU Medical Center, Columbia University; 8 peer-reviewed journal articles</td>
</tr>
<tr>
<td></td>
<td>Call also teach: BIO315</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hoffman, Don, Ph.D.</td>
<td>Has taught: TOX313</td>
<td>Ph.D., Chemistry, Columbia University</td>
<td>Post-doctoral fellow, National Institutes of Mental Health; Diplomate of American Board of Forensic Toxicology</td>
</tr>
<tr>
<td></td>
<td>Can also teach: Analytical Techniques in Toxicology; Analytical and Quantitative Toxicology; Principles of Pharmacological Toxicology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richbourgh, Brendon, M.D.</td>
<td>Has taught:BIO103 and BIO104 lab</td>
<td>M.D., Universidad Iberoamericana</td>
<td>Post-doctoral fellow, NYU Medical Center; NIH supplemental funding: 2 peer-reviewed journal articles</td>
</tr>
<tr>
<td></td>
<td>Can also teach: BIO355 and BIO356</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rafferty, Brian, Ph.D.</td>
<td>Has taught: BIO101-104</td>
<td>Ph.D., Binghamton University (SUNY)</td>
<td>Post-doctoral fellow, Columbia University; 6 peer-reviewed journal articles, Adjunct Teaching positions at NYIT, BMCC, KBCC, Binghamton</td>
</tr>
<tr>
<td></td>
<td>Can also teach: BIO205, BIO211</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ramsook, Caleen, Ph.D.</td>
<td>Has taught: BIO315</td>
<td>Ph.D., Biochemistry, CUNY Graduate Center</td>
<td>Post-doctoral fellow, Brooklyn College; 6 peer-reviewed journal articles</td>
</tr>
<tr>
<td></td>
<td>Can also teach: BIO211, CHE315</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pilette, Ronald, Ph.D.</td>
<td>Has taught: BIO101-104</td>
<td>Ph.D., Ecology, CUNY Graduate Center</td>
<td>30 years’ experience teaching biology courses and coordinating undergraduate research programs at Brooklyn College and John Jay College</td>
</tr>
<tr>
<td></td>
<td>Can also teach: BIO356</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zhen, Juan, Ph.D.</td>
<td>Has taught: TOX415-416 labs</td>
<td>Ph.D., Pharmacology, Illinois University</td>
<td>Postdoctoral fellowship, NYU Medical Center; 27 peer-reviewed journal articles</td>
</tr>
<tr>
<td></td>
<td>Can also teach: Analytical Techniques in Toxicology; Analytical and Quantitative Toxicology; Principles of Pharmacological Toxicology; Cellular and Molecular Toxicology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toxicology, Assistant Professor</td>
<td>1</td>
<td>Ph.D. in Toxicology</td>
<td>F/T</td>
<td>100%</td>
<td>Analytical Techniques in Toxicology; Analytical and Quantitative Toxicology; Cellular and Molecular Toxicology; Principles of Pharmacological Toxicology</td>
<td>2016 (Annual salary ~ $74,133)</td>
</tr>
</tbody>
</table>
Appendix E: Acquisition of Additional Equipment, Instrumentation, and Supplies

Most of equipment, instrumentation, and supplies required for the new laboratory courses (Analytical and Quantitative Toxicology and Cellular and Molecular Toxicology) are available in the Department of Sciences. Some instruments such as microplate reader spectrometer, flow cytometer, and cell culture incubators will be purchased. The reagents and supplies such as test tubes, microcentrifuge tubes, and sterile disposable pipettes will be purchased. The Chair of the Department, together with the Chief CLT both fully support this proposal and have agreed to make the outfitting of these new laboratory courses a priority in the Department base budget.
Appendix F: Letters of Support
March 6, 2015

Dr. Lawrence Kobilinsky  
Chair, Department of Sciences  
John Jay College of Criminal Justice  
The City University of New York  
524 W. 59 Street  
New York, NY 10019

Dear Dr. Kobilinsky:

I am very excited about the planning for a new toxicology major to be offered by the Department of Sciences at John Jay College. There is clearly a need for such a program based, in part, on student demand for such a major. I understand that currently students only have the option to enroll in a track in toxicology within your forensic science major. The proposed major clearly fills a need for John Jay’s science students. As a Minority-Serving Institution, John Jay can greatly broaden career options for its students and alumni by expanding its major options to reflect the changing needs of an increasingly diverse society. The proposed B.S. degree in toxicology (TOX) will offer students an additional career opportunity, and will train them to enter the workforce in any number of toxicology related areas, including Ph.D. programs in biochemical and biomedical sciences, environmental science, public health, and of course forensic toxicology. In my opinion, an additional benefit of a new TOX major at John Jay College will greatly increase the number of science oriented minority students in a STEM discipline which would benefit the City, State and nation in helping to establish a diverse body of practitioners in a scientific field.

The proposed curriculum is entirely appropriate for a B.S. degree in TOX. The curriculum has an appropriate number of credits to cover the basic knowledge of science and build the fundamental concepts of general toxicology. The emphasis on reading and analysis of primary literature is particularly laudable. This activity and accompanying learning objectives are reinforced by the requirement for a capstone course that emphasizes the essential acquired skills needed to perform as a professional toxicologist. The experience and resultant abilities will definitely give students from John Jay an advantage when they take the GRE, MCAT, or
other exams. The ability to read and analyze the primary literature is a key skill often ignored in science curricula, but is particularly important in preparing students to become scientists in the 21st century.

Moreover, the number of credits for the major allows for enough electives for students to expand their focuses on different areas of toxicology within the major. I am especially impressed by options that will prepare students for diverse graduate studies or career paths in various fields, such as cellular molecular toxicology, public health, environmental toxicology, forensic toxicology, and clinical toxicology. These options are not available at many campuses within CUNY, and John Jay is unique in offering courses that will allow students to enter postgraduate institutions to pursue some of these disciplinary options.

The toxicology teaching faculty in your Department have the experience and knowledge that will ensure success of the proposed B.S. degree in TOX. Therefore, I strongly support the degree proposal and its associated curriculum. The establishment of a TOX major will greatly strengthen the educational capacity and prestige of John Jay College of Criminal Justice and of The City University of New York.

Sincerely,

Kenneth Kaushansky, M.D., M.A.C.P.
Senior Vice President, Health Sciences
Dean, School of Medicine
SUNY Distinguished Professor
Stony Brook Medicine
Dr. Lawrence Kobilinsky  
Chair, Department of Sciences  
John Jay College of Criminal Justice  
The City University of New York  
524 W. 59 Street  
New York, NY  10019

Dear Dr. Kobilinsky,

I am writing in support of the proposal for a Bachelor of Science degree with a major in Toxicology at your institution. I am an Associate Professor of Biology at Washington College, a private liberal arts college in Maryland. I serve as Co-Chair of the Biology Department with one of my colleagues where we share all responsibilities of being chair. I am also currently the Chair of the Society of Toxicology Undergraduate Education Subcommittee. There are very few institutions that offer a B.S. in toxicology and I see this proposal as an exciting opportunity for your institution to engage students and prepare them for graduate school, medical school, or careers in toxicology.

The proposed major is designed to provide students with a strong knowledge base and collaborative active engagement in the practice of toxicology in order to become lifelong independent learners and citizen leaders. The core curriculum is well established by having students first get a foundation in general biology and chemistry enabling them to be able to understand the principles of toxicology, a truly interdisciplinary science. This course work is supplemented with the necessary quantitative courses for understanding and performing research.

Students pursuing a B.S. in toxicology at your institution will be required to take a large range of in depth toxicological courses which will introduce concepts at both the molecular and organismal level. These courses are also designed to explore the impact of chemicals on human health and the environment while also examining risk assessment. All of these concepts are essential for students emerging into a toxicological field. Student engagement in the laboratory is hallmark of any good toxicological program, and many of the courses proposed have a laboratory component. These enable students to understand concepts beyond what is illustrated in a book or lectures and provides them with the training that is necessary to be competitive after graduation.

The proposed major requires students to complete a capstone experience through two options: a research internship or a seminar. The research internship provides students with a vigorous working understanding of how to carry out publication-quality research. These internships will prepare students for competitive internships and graduate-level scholarships and awards. Students who decide to take the seminar based capstone will be well versed in the reading and analysis of toxicological literature. Both options for the capstone will make students qualified for post graduate careers in the field of toxicology.

A successful major cannot be sustained without a strong writing component which focuses on critical thinking, the writing process, and rhetorical knowledge. Students completing the major in toxicology at John Jay College of Criminal Justice will be required to complete numerous writing courses within the discipline which reinforce these essential concepts. Students in upper level courses will be also be asked
to critically analyze scientific literature and understand principles of ethics and responsible conduct to all of which are important topics within the field of toxicology.

In the end, the proposed B.S. in toxicology by the Department of Sciences at John Jay College of Criminal Justice provides students with the necessary courses and hands on learning experiences to train them to enter the workforce in the field of toxicology. Students will be well prepared to enter graduate or medical programs, research positions, or careers in government or public health. I strongly support the degree proposal and its associated curriculum and I think it will be an excellent addition to the already impressive degrees offered at the John Jay College of Criminal Justice.

Sincerely,

Mindy Reynolds
Associate Professor
Co-Chair, Department of Biology
Washington College
300 Washington Ave.
Chestertown, MD 21620
(410) 778-7876
mreynolds2@washcoll.edu
Dr. Lawrence Kobilinsky  
Chair, Department of Sciences  
John Jay College of Criminal Justice  
The City University of New York  
524 W. 59th Street  /New York, NY 10019  

RE: B.S. in Toxicology

Dear Dr. Kobilinsky:

It is without reservation that I fully support the formation of a dedicated Bachelor of Science degree with a major in Toxicology at John Jay College of Criminal Justice. As the Laboratory Director and Director of Research & Development for Cordant Health Solutions, I am acutely aware of the ever growing need for well-educated toxicologists. Our network of toxicology laboratories employs hundreds of toxicologists, analytical chemists, and medical technologists. After reviewing the proposed curriculum, I'm confident that this new B.S. degree in Toxicology will produce prime candidates for employment within our organization.

Some of the key components in the curriculum that stand out in my mind are the following:

The comprehensive group of core toxicology classes focusing on the major areas of study within the field. Environmental Toxicology (TOX313), Human Toxicology (CHE315, BIO355, TOX4xx), and Analytical Toxicology (TOX4xx, TOX4xx). While our bench chemists in the laboratory focus on analytical toxicology, those possessing an understanding of the other areas, particularly human toxicology, are well suited for promotion into positions where this knowledge is critical for interpretation of analytical results and correlation with human performance/impairment.

Elective courses with a strong focus on specialization within a toxicology sub discipline. Having personally interviewed dozens of candidates for toxicology positions within our laboratory, I can tell you those candidates with an advanced knowledge of a sub discipline stand out from the others. Your proposed courses in Clinical Toxicology (TOX3xx), Cellular and Molecular Toxicology (CHE3xx), and Forensic Toxicology (TOX3xx) meet these criteria. Students, having completed these courses, will likely stand out and compete at the highest levels for employment within our network.

Capstone Research Internships  
The ability to critically think through a problem and develop a sound, scientifically reasoned, explanation for an observed phenomenon is, in my opinion, one of the most important attributes a person can have. Research internships provide the basics of developing this skill set. Students completing this Capstone course (TOX402) are prime candidates for employment positions within the research or quality assurance departments of our laboratory.

My personal experience thus far with John Jay College graduates, with a B.S. in Forensic Science, has been exceptional. The prospect of expanding future students exposure and experience in pure toxicology is quite exciting. I feel that the added focus in this area will only expand upon the already high-quality students your current degree programs are producing. I very much look forward to seeing this program come to fruition.

I wish you all the best in your pursuit of this program, and if I can be of any further assistance, please don’t hesitate to contact me.

Sincerely,

Damon Borg  
PhD F-ABFT  
Laboratory Director, Director of Research & Development  
Cordant Health Solutions
1/23/15

RE: Bachelor of Science in Toxicology Program at John Jay College

Lawrence Kobilinsky, Ph.D.
Chairperson, Dept. of Sciences
John Jay College of Criminal Justice
The City University of New York
524 West 59th Street
New York, NY 10019

Dr. Kobilinsky,

I am pleased to provide an enthusiastic letter of support for your new B.S. in Toxicology Program at John Jay College. As the staff scientist in the Chemistry and Drug Metabolism Section at the Intramural Research Program of the National Institute on Drug Abuse, NIH (CDM, NIDA-IRP, NIH), I am fully aware of the need for well-qualified and properly trained students capable of working in the various toxicology areas (including cellular/molecular, public health, environmental, clinical and forensic toxicology). During my career at NIDA-IRP I have had the opportunity to mentor 10 Ph.D. graduate students while they performed their graduate research to obtain their degrees in Toxicology from the University of Maryland School of Medicine. I am confident that this new B.S. program provides a solid classroom and laboratory education while exposing students to toxicology research that will produce students who can excel in the toxicology field after obtaining their B.S. degree.

I am excited about the new B.S. Program in Toxicology due to the following:

1. There are not many B.S. Toxicology programs in the U.S. despite the high number of toxicology jobs available for B.S. level trained applicants. Many of these jobs are filled by applicants with non-toxicology backgrounds requiring extensive on-the-job training after being hired.
2. Strong emphasis on varied aspects of toxicology via theoretically-based and hands-on learning.
3. Toxicology is an interdisciplinary science requiring knowledge of physics, biology, chemistry, biochemistry, cellular/molecular biology. All of these topics require
laboratory training experiences to solidify theoretical and practical aspects of these subjects for students to be successful upon graduation.

a. The proposed B.S. program includes introductory biology, chemistry, mathematics and physics as a 40-credit "General Science Foundation" that will prove invaluable as introductory classes prior to higher level toxicology-related courses.

b. The 18-credit Toxicology Core includes: Toxicology of Environmental and Industrial Agents, Biochemistry, Human Physiology, Principles of Pharmacological Toxicology, Analytical Techniques in Toxicology and Analytical and Quantitative Toxicology (Lab). These courses are well thought out for providing a solid foundation for any toxicology field (cellular/molecular, public health, environmental, clinical and forensic toxicology). My research career involves analytical/quantitative toxicology, so I feel strongly about inclusion of this particular laboratory training experience. We have hired several B.S. level chemistry or biology staff or Ph.D. trainees that I was surprised to learn how little hands-on laboratory training was included during their B.S. coursework. Thus, I am excited to see the John Jay College B.S. Toxicology Program has invested in including this laboratory training.

c. The 5-7 credit Electives uniquely appear to provide students an opportunity for specialized training in aspects of toxicology that most appeal to them. I am not aware of any B.S. level program that affords the opportunity for high-level, field-specific toxicology courses. This would have greatly helped me as a B.S. student during my training experience and I strongly feel this will help form well-trained, highly employable graduates.

d. I feel a real strength of the B.S. program lies in the possibility for a Capstone research internship or senior seminar. I know that my summer research internship as a B.S. Forensic Chemistry student was the most valuable training experience during my undergraduate training that directly lead to my success during Ph.D. studies and my research career.

e. Communication is critical for any B.S. graduate's success. Therefore, I also feel that the required writing for lab reports and other assignments along with required student presentations will provide critical tools as students advance in their careers.

With my very best wishes for the success of the new B.S. in Toxicology Program.

Sincerely,

[Signature]

Karl B. Scheidweiler, Ph.D.
Re: Major in Toxicology

I am writing this letter in support of the proposed Bachelor of Science degree with a major in Toxicology. The major addresses a growing need to successfully monitor toxic substances in our food and environment, learn more about underlying physiological processes, and discover toxic prescription drug interactions.

From my perspective as a former crime laboratory director, a major in Toxicology is a valuable addition to the majors offered by the John Jay Department of Sciences. Students graduating with that degree will have many options for their careers, including work in a Forensic Toxicology laboratory. Forensic Toxicologists not only provide critical evidence in criminal cases, they are routinely asked to perform drug screens on postmortem samples to identify recreational drug overdoses, or lethal prescription drug interactions. The curriculum described in the proposal is well suited for preparing students for employment in a forensic toxicology lab.

The curriculum goes beyond current practice. One example is the addition of genetics, which addresses the increased use of genetic typing to establish individual variations in drug metabolism and a possible predisposition for low drug tolerance. There is also an emphasis on research that will enable the students to succeed in graduate schools and/or contribute to applied research and method development at their workplace.

Please feel free to contact me if you have any other questions.

Mechthild Prinz, PhD
Appendix G. Articulation Agreement – to be added
Appendix H. The concomitant learning outcomes of TOX major within the departmental learning objectives

TOX major are to educate students to obtain the knowledge and the skills of:

- (Reasoning) Drawing appropriate scientific conclusions from evidence and experimental data.
  - Demonstrate the role of creativity in problem solving
    - Explain and promote interventions to reduce or eliminate exposures to toxic agents by presenting research to peers and the community at large.
    - Assess risk of toxins affecting communities of varied racial, socioeconomic and geographic divisions by presenting research to peers and the community at large.
  - Apply scientific principles in gathering and interpreting scientific data
    - Following laboratory research and literature review, interpret and analyze the information on the interaction of natural and man-made toxicants with people, and their impact on human health and disease.
    - During the laboratory experiment isolating toxins from complex substances, apply quantitative methods to measure the concentration or intensity of toxic agents.

- (Knowledge) Acquiring broad fundamental concepts, theories, and principles in physical and biological sciences.
  - Use the primary scientific literature effectively in their own research
  - Describe the scientific progress that has led to their research project
    - Using primary scientific literature and practical research techniques identify and describe the diseases or other adverse health effects that may result from exposure to toxic agents and the risk of those outcomes.
    - Identify and describe the diseases or other adverse health effects that may result from exposure to toxic agents and the risk of those outcomes by examining case studies and the historical perspective of toxins and toxic effects.

- (Practical skills) Accruing hands-on laboratory and practical research skills, including emphasizing the role of quality assurance and objectivity in scientific data collection and how these relate to the system of professional ethics in science.
  - Recognize regulatory and management considerations relative to toxic agents.

- (Communication) Developing competence in oral and written forms of scientific communication.
  - Assess and communicate risk of toxins affecting communities of varied racial, socioeconomic and geographic divisions.
  - Explain and promote interventions to reduce or eliminate exposures to toxic agents.
  - Describe the distribution and the toxic mechanism of chemical, physical, and biological agents in the natural and occupational environment.
Appendix I. Curriculum Map

<table>
<thead>
<tr>
<th>Description</th>
<th>Introductory concepts</th>
<th>Development</th>
<th>Reinforcement</th>
<th>Mastery</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the distribution and the toxic mechanism of chemical, physical, and biological agents in the natural and occupational environment.</td>
<td>I</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Identify and describe the diseases or other adverse health effects that may result from exposure to toxic agents and the risk of those outcomes.</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Participate regulatory and management considerations relative to toxic agents.</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Apply quantitative methods to measure the concentration or intensity of toxic agents.</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Explain and promote interventions to reduce or eliminate exposure to toxic agents.</td>
<td>I/D</td>
<td>R</td>
<td>R</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>Interpret and analyze the information on the interactions of natural and man-made toxicants with people and their impact on human health and disease.</td>
<td>I/D</td>
<td>I/D</td>
<td>R</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>Assess and communicate risk of toxins affecting communities of varied racial, socioeconomic and geographic divisions.</td>
<td>I</td>
<td>I</td>
<td>D</td>
<td>R</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
Levels of Performance: (I)nitrugation, (D)evelopment, (R)inforcement, (M)astery
Proposed Revision to the Police Studies Major

This document proposes a comprehensive revision of the current Police Studies major at John Jay College of Criminal Justice; a summary of the existing and revised curriculum is described below and appears in Appendices A, B and C.

Since the time when the current Police Studies major was implemented, there have been large scale changes in the fields of policing and law enforcement. At no time more than in recent history, with police garnering the attention of the public, legislative bodies and the media, has it been more important to ensure that the education of future police practitioners are aware of and understand deeply the need for informed change in the profession. Events in locations such as Ferguson, Missouri represent a need to determine answers to vexing questions. Procedural justice, legitimacy of police work within the communities they police and understanding how police can work effectively in diverse communities have become paramount to the future success in bringing both safety and justice to our communities. The distinction between the current police studies major and the proposed revision is that the revision will focus heavily on policy and practice issues in the subject matter, including three newly created specialized concentrations. The newly created concentrations in Police Management and Supervision, Crime Analysis and Intelligence and Investigative Science, represent a through overview of academic needs in field of policing. We have looked into what is offered by other academic institutions around the country and, around the world, overviewed papers presented at professional gatherings and associations and, finally, listened to what students were asking for during our Open Houses, in the past few years. There is definite and clear interest in Crime Analysis and Investigative Functions, what is referred to as the “CSI affect”. Although the media portrayal of these functions might differ from the actual job market, reviewing the materials from various professional gatherings gave us the indication that the field of policing is definitely moving in these directions and will welcome students with concentrations in the above areas. As to the Police Management and Supervision track, it is just a continuation of a very popular certificate in police leadership, developed in large part by the LPS department, that is currently offered to the members of the NYPD only and we hope to make available to a broader range of students as well.

The revision provides a balanced curriculum primarily for those students who seek careers in policing and law enforcement at any level (local, state, and federal). The program will provide a profound understanding of the core areas that affect police policy and practice and, because of their vital importance, diversity issues are dealt with prominently in the revised major.

Consequently, the proposed police studies major will provide an overview of the foundations and components of American policing and police institutions, including the historical role of the police, the foundational principles of policing, police-community relations in an increasingly diverse United States, and the fair and just use of force and authority.
The primary emphasis will be placed on the role of the police in society, the limitations on police/government authority and how the police interact with communities and other criminal justice institutions. Key issues will be addressed as they arise at different stages of the Criminal Justice process, such as the conflict between crime control and due process and conflicts related to, for example, sex, class, ethnicity, neighborhood identification and community orientation.

John Jay College was established in 1964 with the purpose of educating criminal Justice professionals. Since that time, the college evolved into a premiere institution with an international reputation as a leader in educating for justice. As such, John Jay College offers a rich liberal arts and professional studies curriculum to a diverse student body. Criminal justice is taught in all its modern complexities and public service is valued as the noble endeavor that it is. The strength, reputation and vitality of the College are embodied in the commitment to academic excellence of the faculty, many of whom are recognized experts in their fields.

The faculty teaching in the major conduct critical research in areas such as violent behavior, DNA analysis, drug abuse trends, sexual abuse, eyewitness reliability, criminal law, police methods, crime reduction strategies, and reentry with convicted offenders, cybercrime, terrorism, transnational organized crime and correctional practices, as well as community corrections.

It is within these contexts that the police studies major revision is discussed in this proposal. This document reflects a comprehensive set of revisions that reflect the knowledge, expertise and experience of the Law, Police Science and Criminal Justice Administration faculty. The applied nature of this major is designed to stand apart from other majors offered at John Jay College. This revision will enhance our program delivery while creating the leading police studies major in the nation. The revision will also allow our department to better obtain data for outcomes assessment of learning objectives through capstone and research methods courses. By adding additional credit to the core, including very critical and time relevant courses on use of force, research methods, and police management and supervision, we not only add strength to our delivery by scaffolding of the required knowledge but also show the interrelated nature of various themes. For example, by adding a course on statistical literacy and a 300-level course on management and administration, we emphasize to the students the need to approach an upper-level required work, based on critical thinking ability honed and developed in the research methods course that affords them the tools to handle the concepts introduce in the police management course. In addition, the three new concentrations enable the students to focus their interest in a more narrowly defined, yet much desired areas.
Proposed Revisions in the Major

This revision incorporates changes that reflect the knowledge, expertise and experience of the Law, Police Science and Criminal Justice Administration faculty, as well historical and contemporary legal decisions, new research and best practices. The applied nature of this major is designed to stand apart from other majors offered at John Jay College. This revision will enhance program delivery while creating the leading police studies major in the nation.

1. The description of the major, learning outcomes, prerequisites and structure of the curriculum are being revised

2. An optional 3-credit internship course is being added

3. The total number of credits in the major is being expanded to incorporate the optional internship; total credits will now be 39-42.

4. Structure of curriculum is being changed from a distribution model to concentrations. Part Two is being revised from Computer Skills to be Law Foundations (3 credits). Courses here are from the Law distribution area.

5. Courses
   a. A number of outdated courses are being removed (PSC 204 The Patrol Function, PSC 205 The Traffic Function, PSC 301 The Police Manager)
   b. New core courses are being added and the number of credits in the core of the major is being increased from 12 to 24. (New courses include: Research Methods, Management & Supervision, Use of Force, Capstone)

6. Three concentrations are being created (Administration, Management & Operations, Crime Analysis & Intelligence, Investigative Science) – see descriptions below

7. Issues of diversity are being integrated and scaffolded into the curriculum at each level. Scaffolding is achieved by incorporating the concept of diversity into the following courses: 1) first introduced in Foundations of Policing (PSC 101); 2) intensifies with a dedicated course, Policing and Diversity (PSC 202); followed by 3) Women in Policing (PSC 235); 4) Police Management and Administration (PSC 3xx); 5) Police Use of Force (PSC 3xx); 6) Politics and Policing (PSC 3xx); 7) Ethics in Policing (PSC/PHI 321); and 8) Police Capstone (PSC 4xx).

Diversity

Embedded in the substantive core curriculum of Police Studies is a sensitivity to issues of diversity, including race, sex and ethnicity, among others. Our program will
continue this important discourse. For example, understanding police community relations in the development of modern policing in the United States cannot be divorced from considerations of race, class and neighborhood.

Constitutional law cannot be fully understood, particularly as it relates to criminal procedure, without delving into the racial injustice that necessitated, in the minds of the Supreme Court justices, landmark rulings such as *Miranda v. Arizona*, *Tennessee v. Garner* and *Gideon v. Wainwright*. With the current trends in mass incarceration, we see a disproportionate representation of racial minorities—a situation that must be confronted in any study of policing in the United States.

Likewise, interpreting research and policy issues in this new program will help students develop sensitivity to these differences and an awareness of historically disempowered groups as they relate to particular policing issues such as stop and frisk and zero-tolerance policing, which are part of the overall strategy of a liberal arts education.

**Three New Concentrations: (for list of courses see Appendix A, Part 4, Categories A, B and C)**

In addition to the revised and newly developed courses, the department proposes adding three concentrations to the major. Students select one of the three. Each concentration allows the student to select a four-course (12 credits) focus of study in one of the concentration areas.

**A. Administration, Management and Operations**
This concentration will focus on issues related to police leadership and how they influence daily management and operations of police organizations. Students will be introduced to basic principles that guide police deployment in the communities they serve and focus on scarcity of resources that plaque police organizational decision making processes.

**B. Crime analysis and Intelligence**
Crime analysis and intelligence track will provide the students with basic knowledge behind operational distribution of resources in police organizations. In the knowledge driven era that requires accountability and transparency, on the part of police organizations that deploy its resources, it is critical for the communities to understand the analytically driven deployment rationales.

**C. Investigative Science**
The Investigative Science track will offer a realistic and empirically driven layer of depiction of the way police work is perceived by the general public. Much of what is perceived as effective and efficient police work is derived from various popular, yet fictitious, media accounts. The Investigative Science track will demystify the way police investigative functions are actually performed in the field and provide the students with some base line understanding of the criminal investigative processes.
Mission Statement of the College

“John Jay College of Criminal Justice is a community of motivated and intellectually committed individuals who explore justice in its many dimensions. The College’s liberal arts curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors. Our professional programs introduce students to foundational and newly emerging fields and prepare them for advancement within their chosen professions.

Our students are eager to engage in original research and experiential learning, excited to study in one of the world’s most dynamic cities, and passionate about shaping the future. Through their studies our students prepare for ethical leadership, global citizenship, and engaged service. Our faculty members are exceptional teachers who encourage students to join them in pursuing transformative scholarship and creative activities. Through their research our faculty advances knowledge and informs professional practices that build and sustain just societies.

We foster an inclusive and diverse community drawn from our city, our country, and the world. We are dedicated to educating traditionally underrepresented groups and committed to increasing diversity in the workforce. The breadth of our community motivates us to question our assumptions, to consider multiple perspectives, to think critically, and to develop the humility that comes with global understanding. We educate fierce advocates for justice.”

Current Mission Statement of the Major

The Police Studies major aims to advance students’ knowledge of policing and the role they play as executive-branch members. The Major seeks to: (a) prepare undergraduate students with the knowledge, skills and perspectives to compete for careers in the law enforcement field; (b) prepare students for advanced work in graduate and professional schools and; (c) enable students to become both producers and critical consumers of social science research on topics pertaining to crime, crime control and law enforcement. The Major is interdisciplinary but provides a series of unique, required courses to ensure that students gain the descriptive, analytical and methodological knowledge to fulfill this mission.

Revised Mission Statement of the Major

The Police Studies Baccalaureate Degree provides a comprehensive understanding of the police in the American criminal justice system. It is a dynamic major that responds to issues of diversity as well as innovations and changes in the social and technological arenas, which inform police professionals. The Police Studies Baccalaureate Degree focuses on the police as an institution with concentrated areas of study on police management and administration, crime analysis and investigations.
The Bachelor in Police Science program at John Jay College of Criminal Justice will allow the student to enter the work place with the theoretical and applied knowledge to accomplish four simply stated but vitally essential mandates of fair and effective policing:

1.) To prevent and reduce crime and disorder in communities;
2.) To reduce the fear of crime in communities;
3.) To improve the quality of life in communities;
4.) To accomplish these goals in a fair and just fashion.

This dynamic major is designed to respond to vital issues of diversity as well as innovations and changes in technology, crime prevention and management thought. In addition to those students planning on entering the workplace directly, students who are going on to graduate school will receive a solid academic foundation for future studies.
Appendix A

Bulletin Info for the NEW Curriculum in UG Bulletin 2015-16

Revised major description: The Police Studies Baccalaureate Degree provides a comprehensive understanding of the police in the American criminal justice system. It is a dynamic major that responds to issues of diversity as well as innovations and changes in the social and technological arenas, which inform police professionals. The Police Studies Baccalaureate Degree focuses on the police as an institution with concentrations on Police management and administration, crime analysis and investigations.

The Bachelor in Police Science program at John Jay College of Criminal Justice will allow the student to enter the work place with the theoretical and applied knowledge to accomplish four simply stated but vitally essential mandates of fair and effective policing:

1.) To prevent and reduce crime and disorder in communities;
2.) To reduce the fear of crime in communities;
3.) To improve the quality of life in communities;
4.) To accomplish these goals in a fair and just fashion.

This dynamic major is designed to respond to vital issues of diversity as well as innovations and changes in technology, crime prevention and management thought. In addition to those students planning on entering the workplace directly, students who are going on to graduate school will receive a solid academic foundation for future studies.

Revised Learning Outcomes:

Students will:

- Use and critically evaluate a variety of practical and theoretical approaches relevant to policing.
- Use and critically evaluate a variety of practical/hands-on/research approaches relevant to policing.
- Analyze and assess the quality of operations and methods in policing.
- Integrate policing theory, research and policy in written reports and presentations.
- Explain and discuss the importance of diversity, ethical considerations and statutory requirements that police and law enforcement professionals encounter as community care takers and providers of public safety that impacts the level of crime and quality of life within the communities they serve.

Credits. 39-42 (with the optional 3 credit internship)
Prerequisites: CJBS 101 Introduction to the American Criminal Justice System

Advisor: Professor John DeCarlo, Department of Law, Police Science and Criminal Justice Administration (212.393.6375, jdecarlo@jjay.cuny.edu)

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

PART 1. CORE COURSES

Required
PSC 101 Foundations in Policing (currently Intro to Police Studies)
PSC 202 Police and Diversity (currently Police & Community Relations)
PSC 2XX Research Methods and Statistics for Police Studies
LAW 203 Constitutional Law
PSC 3XX Police Management & Administration
PSC 3XX Police Use of Force
CRJ 321/PHI 321 Police Ethics
PSC 4XX Capstone in Policing Problems

Subtotal: 24 credits

PART 2. LAW FOUNDATIONS

Select one

LAW 202 Law and Evidence
LAW 204 Criminal Law of New York
LAW 206 The American Judiciary
LAW 209 Criminal Law
LAW 212 Criminal Process and Criminal Procedure
LAW 301 Jurisprudence
LAW 313/POL 313 The Law and Politics of Race Relations
LAW 320 Seminar in the Law of Search and Seizure
LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization

Subtotal: 3 credits

PART 3. OPTIONAL INTERNSHIP

CJBS 377 Internships for Criminal Justice, Law and Policing
(field placements must be in a law enforcement setting)
PART 4. CONCENTRATIONS

Select one concentration and complete four courses.

Subtotal: 12 credits

Concentration A. Policing Administration, Management and Operations

Select four courses. *At least one must be at the 300-level and one must be at the 400-level.

This concentration will focus on issues related to police leadership and how they influence daily management and operations of police organizations. Students will be introduced to the basic principles that guide police deployment in the communities they serve and focus on scarcity of resources that plaque the police organizational decision-making process.

PSC 227 Police Training Programs
PSC 271/PSY 271 Psychological Foundations of Police Work
PSC 2xx Problem Oriented and Evidence-Based Policing
PSC 306 Police Work with Juveniles
PSC 309 Comparative Police Systems
PSC 340 Planning for Police Operations and Management
PSC 350 Police Labor Relations
PSC 355 Money and the Police Manager
PSC 3XX Police and the Media (currently being taught experimentally)
PSC 3xx Police and Politics
PSC 405 Organized Crime in America
PSC 415 Seminar in Terrorism

Concentration B. Crime Analysis and Intelligence

Select four courses. *At least two must be at the 300-level or above and one must be at the 400 level.

The Crime Analysis and Intelligence concentration will provide the students with basic knowledge behind operational distribution of resources in police organizations. In the knowledge driven era that requires accountability and transparency, on the part of police organizations that deploy its resources, it is critical for the communities to understand the analytically driven deployment rationales.

PSC 1xx Introduction to Criminal Intelligence and Analysis
PSC 216 Crime Mapping
PSC 2xx Problem Oriented and Evidence-Based Policing
PSC 2xx Particular Forms of Crime
PSC 3xx Criminal Intelligence
PSC 3xx Criminal Analysis
PSC 4xx Predictive Policing

Concentration C. Investigative science

Select four courses. *At least one must be at the 300-level and one must be at the 400-level.

The Investigative Science track will offer a realistic and empirically driven layer of depiction of the way police work is perceived by the general public. Much of what is
perceived as effective and efficient police work is derived from various popular, yet fictitious, media accounts. The Investigative Science track will demystify the way police investigative functions are actually performed in the field and provide the students with some base line understanding of the criminal investigative processes.

PSC 1xx Introduction to Investigative Science
PSC 2xx Problem Oriented and Evidence-Based Policing
PSC 207 Investigative Function (Incident Management)
PSC 3xx Cyber Crime Investigation
PSC 3xx Investigation of Trans-Jurisdictional Crime

Total Credits: 39-42
Appendix B

Current UG Bulletin Info 2014-15 Reflecting the Proposed Changes

Description. The Police Studies Baccalaureate Degree provides a comprehensive understanding of the police in the American criminal justice system. It is a dynamic major that responds to issues of diversity as well as innovations and changes in the social and technological arenas, which inform police professionals. The Police Studies Baccalaureate Degree focuses on the police as an institution with concentrations on Police management and administration, crime analysis and investigations.

The Bachelor in Police Science program at John Jay College of Criminal Justice will allow the student to enter the work place with the theoretical and applied knowledge to accomplish four simply stated but vitally essential mandates of fair and effective policing:

1.) To prevent and reduce crime and disorder in communities;
2.) To reduce the fear of crime in communities;
3.) To improve the quality of life in communities;
4.) To accomplish these goals in a fair and just fashion.

This dynamic major is designed to respond to vital issues of diversity as well as innovations and changes in technology, crime prevention and management thought. In addition to those students planning on entering the workplace directly, students who are going on to graduate school will receive a solid academic foundation for future studies.

The major in Police Studies is designed for students who intend to pursue careers in law enforcement or who currently serve as law enforcement professionals in operations, management, teaching, or research. The major is also appropriate for students who plan to attend graduate or professional school.

Revised Learning Outcomes:

Students will:

- Use and critically evaluate a variety of practical and theoretical approaches relevant to policing.
- Use and critically evaluate a variety of practical/hands-on/research approaches relevant to policing.
- Analyze and assess the quality of operations and methods in policing.
- Integrate policing theory, research and policy in written reports and presentations.
- Explain and discuss the importance of diversity, ethical considerations and statutory requirements that police and law
enforcement professionals encounter as community care takers and providers of public safety that impacts the level of crime and quality of life within the communities they serve.

Credits required: 39 -42

Prerequisites: CJBS 101, SOC 101 and POL 101 (or GOV 101). These courses fulfill the College's general education requirements in the Flexible Core: Individual & Society and Flexible Core: U.S. Experience in its Diversity areas respectively. In addition, PSC 101 must be taken by students without law enforcement experience.

Coordinator: Professor John DeCarlo, Department of Law, Police Science and Criminal Justice Administration (212.393.6375, jdecarlo@jjay.cuny.edu)

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

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2015 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2014-15 Undergraduate Bulletin, available at http://www.jjay.cuny.edu/college-bulletins.

PART 1. CORE COURSES

| Subtotal: 24 | 42 credits |

**Required**
*Students with law enforcement experience may obtain an exemption for PSC 101*

PSC 101 Foundations of Policing (was Introduction to Police Studies)
PSC 201 Police Organization and Administration (moved to concentration)
PSC 202 Police and Diversity (was Police & Community Relations)
PSC 2XX Research Methods and Statistics for Police Studies
PSC 3XX Police Management & Administration
PSC 3XX Police Use of Force
PSC 4XX Capstone in policing problems
CRJ 321/PHI 321 Police Ethics
LAW 203 Constitutional Law

PART 2. LAW FOUNDATIONS COMPUTER SKILLS

| Subtotal: 3 credits |

**Select one**

LAW 202 Law and Evidence
LAW 204 Criminal Law of New York
LAW 206 The American Judiciary
**LAW 209 Criminal Law**
**LAW 212 Criminal Process and Criminal Procedure**
**LAW 301 Jurisprudence**
**LAW 313/POL 313 The Law and Politics of Race Relations**
**LAW 320 Seminar in the Law of Search and Seizure**
**LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization**

CRJ 255 Computer Applications in Criminal Justice
PSC 216 Crime Mapping
SEC 270/MAT 270 Security of Computers and Their Data

**PART 3. INTERNSHIP OPTION POLICE SCIENCE**

Subtotal: 0-3 12 credits

CJBS 377 Internships for Criminal Justice, Law and Policing

(field placements must be in a law enforcement setting)

Most of these courses move to concentration A.
Select four courses. *One must be at the 300-level.
PSC 202 Police and Community Relations
PSC 204 The Patrol Function
PSC 205 The Traffic Control Function
PSC 207 The Investigative Function
PSC 210 Colloquium on Criminal Justice Literature
PSC 213/FOS 213 Survey of Criminalistics
PSC 223 Personnel Administration and Supervision
PSC 227 Police Training Programs
PSC 230/COR 230 Sex Offenders in the Criminal Justice System
PSC 235 Women in Policing
PSC 245 Community Policing
PSC 250 Criminal Justice in Eastern Europe
PSC 271/PSY 271 Psychological Foundations of Police Work
PSC 301 Police Manager
PSC 306 Police Work with Juveniles
PSC 309 Comparative Police Systems
PSC 315/ECO 315 Economic Analysis of Crime
PSC 340 Planning for Police Operations and Management
PSC 350 Police Labor Relations
PSC 355 Money and the Police Manager

**PART 4. CONCENTRATIONS LAW**

Subtotal: 12 6 credits

Select two concentrations and complete four courses.

**Concentration A. Policing Management, Organization and Supervision**

Select four courses. *At least one must be at the 300-level and one must be at the 400-level.

PSC 227 Police Training Programs
PSC 271/PSY 271 Psychological Foundations of Police Work
PSC 2xx Problem oriented and evidence based policing
PSC 306 Police Work with Juveniles  
PSC 309 Comparative Police Systems  
PSC 340 Planning for Police Operations and Management  
PSC 350 Police Labor Relations  
PSC 355 Money and the Police Manager  
PSC 3XX Police and the Media (currently being taught experimentally)  
PSC 3xx Police & Politics  
PSC 405 Organized Crime in America  
PSC 415 Seminar in Terrorism  

Concentration B. Crime Analysis and Intelligence  
Select four courses. *At least one must be at the 300-level and one must be at the 400-level.

PSC 1xx Introduction to Criminal Intelligence and Analysis  
PSC 216 Crime Mapping  
PSC 2xx Problem Oriented and Evidence-Based Policing  
PSC 2xx Particular Forms of Crime  
PSC 3xx Criminal Intelligence  
PSC 3xx Criminal Analysis  
PSC 4xx Predictive Policing

Concentration C. Investigative science  
Select four courses. *At least one must be at the 300-level and one must be at the 400-level.

PSC 1xx Introduction to Investigative Science  
PSC 2xx Problem oriented and evidence based policing  
PSC 207 Investigative Function (Incident Management)  
PSC 3xx Cyber Crime Investigation  
PSC 3xx Investigation of Trans-Jurisdictional Crime

These courses move to Part II. Law Foundations

LAW 202 Law and Evidence  
LAW 204 Criminal Law of New York  
LAW 206 The American Judiciary  
LAW 209 Criminal Law  
LAW 212 The Criminal Process and the Criminal Procedure Law  
LAW 301 Jurisprudence  
LAW 313/POL 313 The Law and Politics of Race Relations  
LAW 320 Seminar in the Law of Search and Seizure  
LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization

PART 5. INTERDISCIPLINARY SKILLS AND FOUNDATIONS—Subtotal: 3 credits  
Select one  
AFR 215 Police and the Ghetto  
ANT 208 Cities and Culture  
ECO 170 Introduction to the Economics of Crime and Social Problems  
ENG 235 Writing for Management, Business and Public Administration  
PED 230 Stress Management in Law Enforcement  
PSY 213/SOC 213 Race and Ethnic Relations

Approved by UCASC, Mar 20, prepared for College Council, Apr 21, 2015
LLS 241 Latina/Latinos and the City
SEC 310 Emergency Planning
SSR 325 Research Methods in the Behavioral Sciences
SOC 203 Criminology
SOC 206 The Sociology of Conflict and Dispute Resolution
SPE 204 Group Discussion and Conference Techniques
SPE 218 Managerial Communication
STA 250 Principles and Methods of Statistics

**PART 6. SENIOR REQUIREMENT—Subtotal: 3 credits**
Select one
PSC 401 Seminar on Police Problems
PSC 405 Organized Crime in America
PSC 415 Seminar on Terrorism

Total: **39-42 credits**
Appendix C.

Course Revisions and New Course Descriptions

Revised Courses

PSC 101: Foundations in Policing (current title: Intro to Police Studies)
A survey of policing and law enforcement agencies, their role, history and development within the field of criminal justice. This course gives a broad overview of policing and is intended to provide the student with the academic foundation with which to understand more intermediate and advanced courses in all areas of policing. The course provides the understanding to effectively select a concentration in the policing studies major. Limited to students who do not have law enforcement experience.

PSC 202: Police and Diversity (current title: Police & Community Relations)
This course will explore the pervasive influence of culture, race, ethnicity, religion, sexual orientation and various disabilities on daily encounters, contacts and interaction between police officers and civilian employees of police organizations, and other community members. The emphasized focus is on the cross-cultural contact, ethno-cultural diversity, the need for awareness, understanding of cultural, ethnic, racial, religious, sexual orientation, disabilities and other differences and respect for those of different background.

PSC 301 Police Management & Administration (current title: The Police Manager - new course number will be assigned)
Although the substance of this course is new, we are listing it under both the revised and new sections since it replaces the existing PSC 301, The Police Manager. The purpose of this course is to expose students to the literature on the major theories of management in criminal justice and how they are applied in the real world. An in-depth examination of several theories, from the earliest classical explanations to contemporary interpretations, will be reviewed and critiqued. Specific attention will be paid to the propositions, assumptions, and empirical validity of these theories of management.

New Courses

PSC 1xx Introduction to Investigative Science
This course encompasses introduction to criminal investigation in the field, consideration of conduct at the crime scene, interview and interrogation of witnesses and suspects, the use of informants, and the techniques of surveillance. Emphasis on the special techniques employed in particular kinds of investigation and the presentation of the police cases in court.

PSC 1xx Introduction to Criminal Intelligence and Analysis - Under development
**PSC 2xx Particular Forms of Crime - Under development**

**PSC 2xx (250) Research Methods and Statistics in Policing**
This course will offer students an understanding of the role research can/should play in criminal justice operations and theory. Special focus will be placed upon understanding what makes “evidence based” practice, and the limitations and challenges of replicating “proven” models. Students will understand the research process, types of studies, appropriate descriptive statistical techniques and guidelines for formulating research questions and testable hypotheses.

It will also review how to decide on an appropriate population for study, how variables are constructed, and how data are collected and organized, and discuss sampling methods and sample size. A variety of research methods will be covered, including experimental, quasi-experimental, survey methods, as well as other forms of data collection and the use of existing databases. Students will also be exposed to qualitative methodologies including ethnography, observation, content analysis, and interviewing techniques. Overall, this course will present the research process, types of studies, appropriate descriptive statistical techniques and guidelines for formulating research questions and testable hypotheses. It will also review how to decide on an appropriate population for study, how variables are constructed, and how data are collected and organized, and discuss sampling methods and sample size.

Students will also be exposed to qualitative methodologies including ethnography, observation, content-analysis, and interviewing techniques. Although the course is designed to provide the necessary foundations to go on to further courses and/or a career in research, its primary focus will be to make students into better consumers of research first so that they can critically analyze and interpret the impact of criminal justice research they might conduct or be exposed to in the field.

**PSC 2xx Problem-Oriented and Evidence-based Policing**
This course offers an examination of the contemporary law enforcement approaches known as Evidence-Based Policing and Problem-Oriented Policing. The Policing industry has undergone significant transformation over recent decades. This re-focusing of the police mission is considered by many to have occurred as a result of necessity, with virtually all strategic innovations occurring in direct response to perceived shortcomings in the standard model of policing.

Whereas law enforcement has traditionally been an incident-based, reactive enterprise, contemporary policing more commonly incorporates proactive, problem-solving approaches into their missions. Furthermore, while Policing strategies have traditionally been implemented with little regard to “best practices,” today there is a substantial movement towards the adoption of policies based upon scientific evidence of their effectiveness. This class offers and in-depth examination of these issues, including the theoretical foundations, core elements, practical
applications, record of success, and recent criticisms of both Evidence-Based Policing and Problem-Oriented Policing

**PSC 3xx: Police Use of Force**
This course offers a deep examination of police use of force and its implications for American police. When, how and the permissible limits police of police use force are the subject of constant debate, interpretation and policy analysis. Nearly every riot in modern U.S. history can be traced to police use of force; yet, without the ability to use force when necessary society would be destabilized. When is use of force necessary? When is force “unreasonable”? When is force “excessive” and “disproportionate”? These and other guiding principles will be explored from the legal, political and practical aspects of applying force. Other topics that will be explored include the escalation, de-escalation and assessment period when using force; problems arising between citizens and police resulting from use of force; social changes that impact police legitimacy; challenges and solutions for contemporary use of force. This course is divided into four sections: Part I: Foundations of Police and Sanctioned State Authority; Part II: Police Discretion and Accountability; Part III: Applying Force; Part IV: Ethics and the Aftermath of Using Force.

**PSC 3xx Police Management & Administration** (newly numbered revision of PSC 301)
The purpose of this course is to expose students to the literature on the major theories of management in criminal justice and how they are applied in the real world. An in-depth examination of several theories, from the earliest classical explanations to contemporary interpretations, will be reviewed and critiqued. Specific attention will be paid to the propositions, assumptions, and empirical validity of these theories of management.

**PSC 3xx Politics and Policing**
This course examines the intricate interactions and forces that politics has on the policing profession. Both positive and negative influences will be studied as well as the extensive network of NGO and Governmental organizations that impact the functioning of police and how they determine the sometimes unintended path that police organizations take.

**PSC 3xx International Police Cooperation**
This course examines the legal and institutional framework as well as the practice of collaboration of police agencies across international borders. Three main forms of police cooperation will be examined: (1) assistance and collaboration between individual countries, for example in the form of exchanging liaison officers or conducting joint investigations; (2) international institutions for facilitating communication and collaboration between police agencies, for example Interpol and Europol; and (3) international institutions fulfilling policing functions, for example the UN with its International Civilian Police Program (CIVPOL). The course will address the history and current state of international policing, the legal, political and
cultural obstacles to international police cooperation, best practices, and potential future developments.

**PSC 4xx: Capstone in Police Problems**
Seminar in Police Problems discusses the theory and practice of law enforcement. In conversation and writing students will learn how to understand, analyze, and critique police theory. The goal is to apply theory to practical street-based law enforcement. Students will learn the various historical functions of police in America, but particular attention will be placed on contemporary urban policing and crime prevention. The class will focus on police culture, patrol methods, the war on drugs, corruption, stop-and-frisk, “broken windows,” use of force, race, police/community relations, and terrorism.

This seminar is both lecture and discussion oriented. Students will be asked to think critically throughout the course and apply language and theory to current policing issues based on sound reasoning and fact.

**Additional courses under development:**
- PSC 3xx Crime Analysis
- PSC 4xx Predictive Policing
- PSC 3xx Cyber Crime Investigation
- PSC 3xx Investigation of Trans-Jurisdictional Crime
Date: March 4, 2015

To: Undergraduate Curriculum and Standards Committee (UCASC)

From: Edward Snajdr
Coordinator, Culture and Deviance Studies Major
Department of Anthropology

Re: Proposed Revisions to the Culture and Deviance Studies Major (CDS)

The Department of Anthropology would like to propose the following revisions, described below, to the Culture and Deviance Studies (CDS) major. These proposed changes were approved by the department’s curriculum committee and the department on February 26, 2015.

1) Revise Part Two of the major from an interdisciplinary core to a skills core: The present core is labeled “Interdisciplinary Core” and includes STA 520 as a requirement, and a choice of either SOC 314 Theories of Social Order or PSY 221 Social Psychology for a total of 6 credits.

We propose to revise this into a “Skills Core” by removing SOC 314 and PSY 221 and adding ANT 325 Ethnographic Research Methods in Anthropology. SOC 314 and PSY 221 would then be added to the newly titled Part Three: Interdisciplinary Thematic Clusters (see Cluster C. below).

The new Skills Core would then consist of the two required skills courses for a total of 6 credits:

- STA 250 Principles and Methods of Statistics
- ANT 325 Ethnographic Research Methods

Rationale: The revision is proposed because students in the major would benefit from a more robust skills component which would include the present 200-level quantitative course (STA 250) and a 300-level qualitative research methods course (ANT 325).
2) **Revise the title of Part Three Thematic Clusters to Interdisciplinary Thematic Clusters.**

**Rationale:** The interdisciplinary character of the major has been maintained historically through student course selections in Part Three, which enables students to pursue unique interests through courses from other disciplines. Changing the title of this part will thus provide students with both a more accurate description of this part of the major.

3) **Add new courses developed by the Department of Anthropology to the revised Interdisciplinary Thematic Clusters.**

The existing thematic clusters are:

- A. Counseling, Abuse and Interpersonal Relationships
- B. Crime, Deviance, Institutions and Culture
- C. Identities and Inequalities

We propose to add new courses recently developed by the department to the appropriate thematic clusters. The proposed additions are:

- A. Counseling, Abuse and Interpersonal Relationships
  
  ANT 319 Anthropology and Global Health

- B. Crime, Deviance, Institutions and Culture
  
  ANT 317 Anthropology and Development
  ANT 347 Structural Violence and Social Suffering

- C. Identities and Inequalities:
  
  ANT 220 Language and Culture
  ANT 332 Class, Race, Ethnicity and Gender in Anthropological Perspective
  ANT 324 Anthropology of Work

**Rationale:** The Interdisciplinary Thematic Clusters in the CDS Major would benefit from more Anthropology offerings. There are presently only 7 anthropology courses available in this part of the major. Adding these new courses offered by the department improves the balance of anthropology offerings in these clusters and also enhances choice for students.

Approved by UCASC, Mar 20, prepared for College Council, Apr 21, 2015
CULTURE AND DEVIANCE STUDIES
(Bachelor of Arts)

The major in Culture and Deviance Studies is designed to provide students with a basic interdisciplinary understanding of deviance as a concept of difference and diversity within the framework of cross-cultural research, and how deviance has been related to important social problems and institutional responses to treat and control them. This foundation is enhanced by a comprehensive and critical understanding of cultural variation and macro- and micro-social and historical contexts, as these apply to human conflict. This major also teaches students the ethnographic and ethnological perspectives and skills used in professional field research, while maintaining strong interdisciplinary content. The Culture and Deviance Studies major prepares students to be professionally effective in diverse and challenging fields, including social services, protective and corrective services, probation, parole, community reintegration and treatment. The research, writing, and interdisciplinary theoretical training provide majors with the background necessary for graduate programs in social work, law, or the social sciences. The core requirements pertain to theory, ethnographic methods, cross-cultural research and analysis, while electives demonstrate applications of both theory and method to particular problems.

Credits required. 33

Prerequisites. ANT 101 and SOC 101. These courses fulfill the College’s general education requirements in the Flexible Core: World Cultures and Global Issues and Flexible Core: Individual & Society areas respectively.

Coordinator. Professor Edward Snajdr, Department of Anthropology (212.237.8262, esnajdr@jjay.cuny.edu)

Additional Information. Students who enrolled for the first time at the College or changed to this major in September 2015 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.
PART ONE. ANTHROPOLOGY CORE
Required
ANT 208 Urban Anthropology
ANT 210/ PSY 210/SOC 210 Sex and Culture
ANT 330 American Cultural Pluralism and the Law
ANT 340 Anthropology and the Abnormal
ANT 450/PSY 450/SOC 450 Major Works in Deviance and Social Control

PART TWO. SKILLS INTERDISCIPLINARY CORE
Required
STA 250 Principles and Methods of Statistics
ANT 325 Ethnographic Research Methods in Anthropology
Select one
PSY 221 Social Psychology (moved to Part Three, C.)
SOC 314 Theories of Social Order (moved to Part Three, C.)

PART THREE. INTERDISCIPLINARY THEMATIC CLUSTERS
Select four of the following courses. Only two may be at the 100-level. (Note: Students are encouraged, but not required, to take at least two courses in one of the clusters below).
The Culture and Deviance Studies major enables students to select thematic clusters both across disciplines and within disciplines. Thus students are advised to consult the College Bulletin course descriptions for specific prerequisite information for particular courses. For example, all POL, PSC, PSY, and SOC courses require a 101 prerequisite in their respective disciplines. Students are advised to plan their cluster course selections with this in mind. Likewise, some 200-, 300-, and 400-level courses are sequence-based, meaning that the topic and theme is continued at the upper-level, should students wish to pursue further study of a topic or subject. Students wishing to concentrate their courses beyond the anthropology core in psychology should be aware that, for example, PSY 331 requires PSY 266 and PSY 268 as prerequisites. PSY 350 requires PSY 266, PSY 268 as well as PSY 331 as prerequisites. Please note that some concentration courses do not require specific prerequisites beyond the basic 101-level but do require sophomore or junior standing or permission of the instructor.

A. Abuse, Interpersonal Relationships and Human Services
ANT 110/ SOC 110 Drug Use and Abuse
ANT 224/PHI 224/PSY 224/SOC 224 Death, Dying and Society: A Life Crises Management Issue
ANT 319 Anthropology and Global Health
LLS 265/HIS 265 Class, Race and Family in Latin American History
PSY 234 Psychology of Human Sexuality
PSY 255 Group Dynamics in Chemical Dependency Counseling
PSY 266 Psychology of Alcoholism and Substance Abuse
PSY 268 Therapeutic Interventions in Chemical Dependency

Approved by UCASC, Mar 20, prepared for College Council, Apr 21, 2015
PSY 331/CSL 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling  
PSY 332 Psychology of Adolescence  
PSY 336 Group Dynamics  
PSY 342/CSL 342 Introduction to Counseling Psychology  
PSY 350/CSL 350 Advanced Topics in Chemical Dependency Counseling  
PSY 375 Family Conflict and Family Court  
PSY 480 Ethical and Professional Issues in Chemical Dependency Counseling  
SOC 160 Social Aspects of Alcohol Abuse  
SOC 161 Chemical Dependency and the Dysfunctional Family  
SOC 380 Laboratory in Dispute Resolution Skill Building  
SOC 435 Current Controversies in Alcoholism and Substance Abuse  

B. Crime, Deviance, Institutions and Culture  
AFR 210 Drugs and Crime in Africa  
AFR 232/LLS 232 Comparative Perspectives on Crime in the Caribbean  
ANT 230 Culture and Crime  
ANT 315 Systems of Law  
ANT 317 Anthropology and Development  
ANT 328/ENG 328 Forensic Linguistics: Language as Evidence in the Courts  
ANT 345/PSY 345 Culture, Psychopathology and Healing  
ANT 347 Structural Violence and Social Suffering  
COR 101 Introduction to Corrections  
COR 201 The Law and Institutional Treatment  
COR 202 The Administration of Correctional Programs for Juveniles  
COR 250 Rehabilitation of the Offender  
ECO 170 Crime, Class, Capitalism: The Economics of Justice  
ECO 215 Economics of Regulation and the Law  
ECO 315/PSC 315 An Economic Analysis of Crime  
HIS 224 History of Crime in New York City  
HIS 320 Topics in the History of Crime and Punishment in the United States  
POL 250 International Law and Justice  
POL 375 Law, Order, Justice and Society  
PSC 101 Introduction to Police Studies  
PSC 201 Police Organization and Administration  
PSC 235 Women in Policing  
PSY 242 Abnormal Psychology  
PSY 370/LAW 370 Psychology and the Law  
PSY 372 Psychology of Criminal Behavior  
PSY 373 Correctional Psychology  
SOC 203 Criminology  
SOC 216 Probation and Parole: Principles and Practices  
SOC 240 Social Deviance  
SOC 301 Penology  
SOC 308 Sociology of Violence  

C. Individual and Group Identities and Inequalities  
AFR 220 Law and Justice in Africa  
AFR 237 Institutional Racism  

Approved by UCASC, Mar 20, prepared for College Council, Apr 21, 2015
AFR 250 Political Economy of Racism
ANT 212 Applied Anthropology

**ANT 220 Language and Culture**

**ANT 332 Class, Race, Ethnicity and Gender in Anthropological Perspective**

**ANT 324 Anthropology of Work**

HIS 214 Immigration and Ethnicity in the United States
LAW 313/POL 313 The Law and Politics of Race Relations
LLS 220 Human Rights and Law in Latin America
LLS 241 Latina/os and the City
LLS 250 Drugs, Crime and Law in Latin America
LLS 255 The Latin American Woman in Global Society
LLS 261/HIS 261 Revolution and Social Change in Contemporary Latin America
LLS 267/AFR 267/HIS 267 History of Caribbean Migrations to the United States
LLS 321 Puerto Rican/Latina/o Community Fieldwork
LLS 322 Latino/a Struggles for Civil Rights and Social Justice
LLS 325 The Latina/o Experience of Criminal Justice
POL 320 International Human Rights
PSY 333 Psychology of Gender

**PSY 336 Social Psychology**
SOC 215 Social Control and Gender: Women in American Society
SOC 309 Juvenile Delinquency

**SOC 314 Theories of Social Order**
SOC 351 Crime and Delinquency in Asia
SOC 420/CRJ 420 Women and Crime

CREDITS REQUIRED FOR THE MAJOR: 33
A PROPOSAL TO REVISE THE CRIMINAL JUSTICE MANAGEMENT MAJOR

December 2014

Introduction

In February 2014, the Department of Public Management (PAD) submitted its self-study for the Bachelor of Science in Criminal Justice Management (CJM) to the Undergraduate Curriculum and Academic Standards Committee (UCASC). In March 2014, UCASC approved the self-study and the Dean of Undergraduate Studies and the Chair of the Department of Public Management proceeded to identify and invite external reviewers to assess the CJM program. The external reviewers visited John Jay College and conducted its review of the CJM major in April 2014. The external reviewers submitted its findings and recommendations to the Dean of Undergraduate Studies in May 2014. This document proposes revisions to the CJM program that are consistent with the external reviewers’ recommendations.

Summary of reviewers’ recommendations

The external reviewers’ recommendations to enhance the CJM program are the following:

1. The capstone course should be limited to one option which should be PAD 445 Seminar in Justice Administration and Planning.
2. PAD 402 Seminar and Internship in Public Administration (or a comparable course dedicated to internships in justice agencies) should therefore be an elective rather than a capstone option.
3. Criminal Justice Management curriculum should add courses oriented toward familiarizing students with the theory, values, principles and practices of restorative and community justice as the most likely new models of justice that will emerge during the 21st century.

With regard to offering PAD 402 and PAD 404 as electives, the external reviewers noted that these are not capstone courses because they do not provide an integrative overview of the curriculum prior to degree completion.

Because the current CJM curriculum addresses the moral and ethical issues that justice leaders and managers confront on a daily basis, the Department of Public Management
will require course syllabi to state explicitly the ethic and moral concerns that will be addressed in each course. By doing so, a stand-alone course that is oriented toward addressing moral issues and concerns in criminal justice management is not needed.

Summary of UCASC recommendations

In reviewing the CJM self-study, the UCASC review committee determined that the CJM learning objectives relied too heavily on lower-level thinking skills and lacked higher-order thinking skills. The Department of Public Management and the CJM program will review the learning objectives in the spring 2015 semester.

Proposed curriculum revisions

As summarized above, the external reviewers recommended that PAD 402 (Seminar and Internship in Public Administration) and PAD 404 (Practicum in Public Administration) be eliminated as capstone courses and offered as electives to CJM students who wish to obtain practical experience in the criminal justice profession. After reviewing a number of public service-oriented programs (e.g., criminal justice and public management undergraduate programs) at other universities and discussing the implications of the recommendation, the Public Management faculty committee charged with addressing the recommendations of the external reviewers for the Public Administration and Criminal Justice Management programs propose to offer PAD 402 and PAD 404 as electives.

Proposed change to the CJM mission statement

Based on the proposed curriculum changes presented above, the Department of Public Management also proposes that the mission statement of the CJM program be linked more directly to its courses. To accomplish this, the proposed revised mission statement is as follows:

The Criminal Justice Management major focuses on the development of leadership, supervision and analytic skills of students who aspire to executive positions in criminal justice-related agencies such as correctional facilities, courts, and emergency response and law enforcement agencies. The major is designed to introduce students to the American criminal justice system, expose students to management issues and methods, introduce ethical considerations, and provide students with basic academic and management skills that are needed for supervisory and executive positions.
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<td><strong>Prerequisites.</strong> POL 101 (or GOV 101). This course fulfills the Flexible Core: U.S. Experience in its Diversity area of the general education requirements.</td>
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<td><strong>Coordinator and Advisor.</strong> Professor Salomon Guajardo, Department of Public Management (646.557.4783, <a href="mailto:sguajardo@jjay.cuny.edu">sguajardo@jjay.cuny.edu</a>)</td>
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<td><strong>Additional information.</strong> Students who enroll</td>
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Approved by UCASC, Mar 20, prepared for College Council, Apr 21, 2015
for the first time at the College or changed to this major in September 2012 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2011–2012 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20112012.pdf.

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the first time at the College or changed to this major in September 2015 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2014–2015 Undergraduate Bulletin, available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20112012.pdf.

Approved by UCASC, Mar 20, prepared for College Council, Apr 21, 2015
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 201</td>
<td>Police Organization and Administration</td>
<td></td>
</tr>
<tr>
<td>SEC 310</td>
<td>Emergency Planning</td>
<td></td>
</tr>
<tr>
<td>SOC 203</td>
<td>Criminology</td>
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</tbody>
</table>

**Note:** The internship or practicum must involve an agency with a criminal justice–related mission.

**PART FOUR. CRIMINAL JUSTICE PLANNING AND POLICY ANALYSIS (CREDITS: 3)**

**Required**

- PAD 348 Justice Planning and Policy Analysis

**PART FIVE. CAPSTONE SEMINAR (CREDITS: 3–6)**

**Select one**

- PAD 402 Seminar and Internship in Public Administration
- PAD 404 Practicum in Public Administration
- PAD 445 Seminar in Justice Administration and Planning

**Note:** The internship or practicum must involve an agency with a criminal justice–related mission.

**CREDITS REQUIRED FOR THE MAJOR:** 39-42

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**PSC 201 Police Organization and Administration**

**SEC 310 Emergency Planning**

**SOC 203 Criminology**

**Note:** The internship or practicum must involve an agency with a criminal justice–related mission.

**PART FOUR. CRIMINAL JUSTICE PLANNING AND POLICY ANALYSIS (CREDITS: 3)**

**Required**

- PAD 348 Justice Planning and Policy Analysis

**PART FIVE. CAPSTONE SEMINAR (CREDITS: 3–6)**

**Select one**

- PAD 402 Seminar and Internship in Public Administration
- PAD 404 Practicum in Public Administration
- PAD 445 Seminar in Justice Administration and Planning

**Note:** The internship or practicum must involve an agency with a criminal justice–related mission.

**CREDITS REQUIRED FOR THE MAJOR:** 39-42
To: The Undergraduate Curriculum Committee  
From: Peter Mameli, Public Administration Major Coordinator  
RE: Proposed Curriculum Revisions  
Date: December 10, 2014 (amended March 2015)

In spring 2014 the Public Management Department (PAD) completed its self-study of the Public Administration Bachelor of Science (BS) program. After an external review team submitted its report on the self-study in May 2014, a faculty committee consisting of Professors Guajardo, Mameli, Peters and Saulnier met to address their comments. As part of the committee’s work a review of a number of existing undergraduate public administration programs was undertaken, as well as a review of enrollment. The results of the committee’s efforts, and the associated changes requested here, were approved by vote in the December 2014 department faculty meeting.

Revisions Being Proposed

(1) The external review team expressed concern with the PAD curriculum having three separate Capstone options available for students to exit the program. To rationalize the Capstone process PAD 402 and PAD 404 will return to being electives within the program, and can continue to be applied to any concentration. PAD 440 will remain as the only Capstone option available to students.

(2) Returning PAD 402 and PAD 404 to elective status for the major changes the required course credit total from 39-42 credits to 39 credits.

(3) The external review team expressed concerns with the number of existing concentrations, and their on-going value to the program. After examining the current offerings, the concentrations of “Financial Management” and “Information Management and Communications” are being eliminated. Relevant courses from these two concentrations are being folded into continuing concentrations.

(4) As part of our review it was determined that another course should be added to the “International Public Administration” concentration. In order to deepen the curricular offerings, POL 250 has been added to the list of courses a student may choose from. It is hoped that the additional focus on international law will draw even more students into the concentration.

PSY 336 Group Dynamics has been dropped as an option to complete Category A: Human Resources Administration. This is due to the PSY pre-requisites and the content of the course being marginally relevant to the study of human resources in public and nonprofit organizations. Students will be expected to complete Category A with PAD 402 or PAD 404.

ACC 250 Introduction to Accounting has been added as an option to complete Category B: Managerial Investigation and Oversight. Basic accounting skills are considered valuable in the

Approved by UCASC, March 20, prepared for College Council, April 21, 2015
workplace for the field of study, and will provide students with an advantage over those without exposure in this area.

**Mission Based Concerns**

(1) The external review team expressed concern that there was no focus on international public management in the program mission statement, while a concentration was being offered in the program. Departmental discussion determined that the current mission statement does not limit concentration or course offerings by level of analysis. In addition, none of the concentrations are specifically identified within the mission statement. It has therefore not been adjusted.

(2) The external review team expressed concern that nonprofit organizations are highlighted in the mission statement, but that there is limited evidence they are addressed in the program. Departmental discussions determined that while individual courses certainly cover content related to nonprofit management, it is advisable to pursue course development specifically focused on nonprofit organizations in the spring 2015 semester. As a result, a new course in nonprofit human resource administration is being considered for development.

**Learning Outcomes and Strategic Planning**

(1) The program’s learning outcomes will be examined in the spring 2015 semester.

(2) Develop an ongoing strategic planning process involving relevant stakeholders in the spring 2015 semester.

<table>
<thead>
<tr>
<th>Current Version</th>
<th>Proposed Revisions</th>
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<tbody>
<tr>
<td><strong>Public Administration</strong></td>
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</tr>
<tr>
<td><strong>Bachelor of Science</strong></td>
<td><strong>Bachelor of Science</strong></td>
</tr>
<tr>
<td>The major in Public Administration examines decision-making, leadership and management in public agencies and nonprofit organizations. It introduces students to the field of public administration, including its scope, content, literature and relationship to other disciplines. This is accomplished through a curriculum that focuses on developing core competencies for new and mid– career public administration students.</td>
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<td>Credits required. 39–42</td>
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<td><strong>Coordinator.</strong> Professor Peter Mameli, Department</td>
<td><strong>Coordinator.</strong> Professor Peter Mameli, Department</td>
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</table>
of Public Management (212.237.8027, pnameli@jjay.cuny.edu) **Prerequisites.** In Part One, MAT 108 or 141 is a prerequisite for STA 250; in Part Two, **PSY 221** is a prerequisite for **PSY 336**.

**Baccalaureate/Master’s Program in Public Administration.** Qualified undergraduate students may enter the Baccalaureate/ Master’s Program and thereby graduate with both a bachelor’s and a master’s degree in public administration. For additional information, please contact Professor Chitra Raghavan, Department of Psychology (212.237.8417, bamadirector@jjay.cuny.edu).

**Additional information.** Students who enroll for the first time at the College or changed to this major in September 2011 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2010-11 Undergraduate Bulletin on the College’s website at [http://www.jjay.cuny.edu/academics/654.php](http://www.jjay.cuny.edu/academics/654.php).

**Part One: Core Course Credits : 30-33**

**Required**
- PAD 140 Introduction to Public Administration (formerly PAD 240)
- PAD 260 International Public Administration
- PAD 314 Leadership, Supervision and Performance
- PAD 318 Decisions in Crises
- PAD 340 Planning and Policy Analysis
- PAD 343 Administration of Financial Resources
- PAD 346 Human Resource Administration

**Methods and Skills**

**Required**
- PAD 241 Information in Public Management

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1 To rationalize the Capstone process PAD 402 and PAD 404 will return to being electives within the program, and can continue to be applied to any concentration. PAD 440 will remain as the only Capstone option available to students.
Select one
ENG 235 Writing for Management, Business and Public Administration
STA 250 Principles and Methods of Statistics

Capstone Course Select one
PAD 402 Seminar and Internship in Public Administration (moved to concentrations)
PAD 404 Practicum in Public Administration
PAD 440 Problems in Public Administration

Note: A course can only be used ONCE to satisfy a part of the major, i.e. PAD 402 or PAD 404 may satisfy either the concentration OR capstone requirements but not both.

PART TWO. CONCENTRATION CREDITS: 9-12

Students are required to complete 9 credits for a concentration. If offered, students MUST complete one course with the PAD prefix within their chosen concentration, plus two related courses or a single, 6-credit internship course.

PAD 380 Selected Topics in Public Administration can be used in a concentration if the topic is appropriate. Students may complete one of these courses as part of any category:
PAD 402 Seminar and Internship in Public Administration
PAD 404 Practicum in Public Administration

- If student completes PAD 402 as part of the concentration, they only need to complete one additional concentration course.

Category A. Human Resources Administration
This concentration prepares students to assume supervisory and administrative responsibilities involving personnel management.

ECO 280 Economics of Labor
PAD 366 Workplace Investigations: Tools, Techniques and Issues

Category B. Managerial Investigation and Oversight
This concentration prepares students for professional careers associated with oversight of and by regulatory agencies, nonprofit organizations, oversight boards, municipal councils and state legislatures.

ACC 250 Introduction to Accounting
PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations
Category B. Managerial Investigation and Oversight
This concentration prepares students for professional careers associated with oversight of and by regulatory agencies, nonprofit organizations, oversight boards, municipal councils and state legislatures.

PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations
PAD 366 Workplace Investigations: Tools, Techniques and Issues
PSC 207 The Investigative Function

Category C. International Public Administration
This concentration prepares students for managerial and supervisory roles in an international environment.

ECO 245 International Economics
PAD 358 Comparative Public Administration
PAD 362 Administration of International Intergovernmental Organizations

Category D. Public Policy and Planning
This concentration prepares students for responsibilities involving policy analysis and planning in governmental and nonprofit organizations.

ECO 333 Sustainability: Preserving the Earth as Human Habitat
PAD 355 Public Policy Analysis
PAD 348 Justice Planning and Policy Analysis
PAD 400 Quantitative Problems in Public Administration
POL/SOC 278 Political Sociology

Category E. Special Concentration
In consultation with a faculty member of the Department of Public Management, the student may formulate a concentration tailored to a discipline or field related to public administration. The concentration must include three courses, two of which must be in a single discipline.

CREDITS REQUIRED FOR THE MAJOR: 39

2 The program would not require 42 credits as the 6 credit internships are incorporated into the concentrations.
### ECO 265 Introduction to Public Sector Economics

#### Category F. Information Management and Communication
This concentration prepares students for roles specialized in the development, management and communication of information in the public and nonprofit sector.

- CSCI 277 Computers for Administrative Decision Making
- CSCI 279 Data Communications and the Internet
- PAD 400 Quantitative Problems in Public Administration

#### Category E. G. Special Concentration
In consultation with a faculty member of the Department of Public Management, the student may formulate a concentration tailored to a discipline or field related to public administration. The concentration must include three courses, two of which must be in a single discipline.

CREDITS REQUIRED FOR THE MAJOR: 39 – 42
From: Klaus von Lampe (Coordinator, International Criminal Justice BA program)

To: UCASC

Re: New Electives for the BA in International Criminal Justice

Date: 17 December 2014

At its meeting on 10 December 2014 the Governance Committee of the ICJ BA program unanimously voted in favor of adding eight new electives to Part IV - Specialized Areas of the ICJ BA curriculum.

More specifically we would like to add HIS 352 History and Justice in the Wider World, POL 322 International Organizations, SUS 240 Environmental Crime, SUS 300 Environmental Justice and the new ICJ 380 Special Topics course to Part 4, Category A (Global Perspectives on Crime), and AFR 320 Perspectives on Justice in the Africana World, HIS 359 History of Islamic Law and SOC 354 Gangs and Transnationalism to Part 4, Category B (Area/Regional Studies) of the ICJ BA curriculum.

Rationale: To fulfill the requirements of the ICJ BA major, students have to take one course from Part IV, Category A, one course from Part IV, Category B, and a third course from either Category A or B. Some of the current electives are offered only rarely or not at all because the persons who have designed the courses no longer teach at John Jay. Students have trouble finding electives to fit their schedule. In the course of the new Gen Ed, a number of new courses have been created that relate to crime and justice in an international context. With these new courses, students can be given more options for taking ICJ-related electives. We are not proposing to remove any courses at this time but are working with departments and faculty to have them offered on a more regular basis.

The ICJ BA Governance Committee requests UCASC to approve the changes to the ICJ BA Curriculum.
INTERNATIONAL CRIMINAL JUSTICE
(Bachelor of Arts)

The major in International Criminal Justice introduces students to the nature and cause of crime at the international level and to the mechanisms for its prevention and control. Components of the criminal justice system as they apply to transnational and international crime are studied, as well as the impact of international law and human rights in addressing crimes against humanity. The major is intended to equip students with the knowledge and skills needed for careers in which the globalization of crime plays an important role. It also is designed to prepare students for advanced work in graduate or professional school.

Credits required. 39-42

Prerequisites. ECO 101, SOC 101 and POL 101 (or GOV 101). SOC 101 fulfills the general education requirements in the Flexible Core: Individual and Society area and POL 101 fulfills the Flexible Core: U.S Experience in its Diversity area.

Coordinator. Professor Klaus Von Lampe, Department of Law, Police Science and Criminal Justice Administration (212.237.8249, kvlampe@jjay.cuny.edu).

Additional information: Students who enrolled for the first time at the College or changed to this major in September 2015 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

PART ONE. CORE COURSES Credits: 9

Required
ICJ 101 Introduction to International Criminal Justice
ECO 231 Global Economic Development and Crime
POL 259/LAW 259 Comparative Criminal Justice Systems

PART TWO. FOUNDATION COURSES Credits: 9

Select one in each category

Category A (Select one)
ANT 230 Culture and Crime
POL 250 International Law and Justice

Category B (Select one)
ECO 245 International Economics
PAD 260 International Public Administration
POL 257 Comparative Politics
POL 260 International Relations

Category C

Required
SOC 341 International Criminology

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
PART THREE. SKILLS COURSES

Credits: 9

Category A. Language Skills

Required

One 200-level foreign language course in any language other than English

Please note: SPA 207, SPA 308 and SPA 335 do NOT fulfill this language requirement. They are taught in English.

Category B. Research Methods

Required

STA 250 Principles and Methods of Statistics
ICJ 310 Foundations of Scholarship in International Criminal Justice

PART FOUR. SPECIALIZED AREAS

Credits: 9

Students select three courses, with at least one in each category

Category A. Global Perspectives on Crime

Select at least one

COR 303 Comparative Correction Systems
ECO 260 Environmental Economics, Regulation and Policy
ECO 327 Political Economy of Gender
ECO 333 Sustainability: Preserving the Earth as a Human Habitat
HIS 352 History and Justice in the Wider World
HIS 383 History of Terrorism
ICJ 380 Selected Topics in International Criminal Justice
PSC 309 Comparative Police Systems
PSC 415 Seminar on Terrorism
POL 210 Comparative Urban Political Systems
POL 246 Politics of Globalization and Inequality
POL 320 International Human Rights
POL 322 International Organizations
POL 325 The Politics of Transnational Crime
POL 328 Politics of International Security
POL 362 Terrorism and International Relations
SOC 251 Sociology of Human Rights
SOC 275 Political Imprisonment
SOC 333 Gender Issues in International Criminal Justice
SOC 335 Migration and Crime
SUS 240 Environmental Crime
SUS 300 Environmental Justice

Category B. Area/Regional Studies

Select at least one

AFR 210 Drugs and Crime in Africa
AFR 220 Law and Justice in Africa (formerly AAJ 293)
AFR 229 Restorative Justice: Making Peace and Resolving Conflict
AFR 320 Perspectives on Justice in the Africana World
HIS 325 Criminal Justice in European Society, 1750 to the Present
HIS 359 History of Islamic Law
HIS 380 The Secret Police in Western Society

Approved by UCASC, Mar 20, to College Council, Apr 21, 2015
LLS 242/POL 242/HIS 242 U.S. Foreign Policy in Latin America
LLS 220 Human Rights and Law in Latin America
LLS 230/AFR 230 Comparative Perspectives on Crime in the Caribbean
LLS 250 Drugs, Crime and Law in Latin America
LLS 356 Terror and Transitional Justice in Latin America
LLS 401 Seminar in Latina/o Issues: Gender, Race, Ethnicity and the Legal System
PSC 250 Criminal Justice in Eastern Europe
POL 331 Government and Politics in the Middle East
SOC 351 Crime and Delinquency in Asia
**SOC 354 Gangs and Transnationalism**

**PART FIVE. INTERNSHIP**

*Credits: 0-3*

*A highly recommended elective*
ICJ 381 Internship in International Criminal Justice

**PART SIX. CAPSTONE COURSE**

*Credits: 3*

*Required*
ICJ 401 Capstone Seminar in International Criminal Justice

**CREDITS REQUIRED FOR THE MAJOR: 39-42**
To: Undergraduate Standards and Academic Standards Committee  
From: History Department  
Date: 2/17/2015  

Re: Proposal to Revise the History Minor  

This memo, approved by the History Department Curriculum Committee on February 26, 2015, outlines proposed changes to the History Minor.

Current Minor:
Students wishing to minor in History must complete 18 credits (six courses). Students are required to take two of the old Gen Ed history courses: HIS 203, 204, 205, then select four additional HIS elective courses. No more than half of these credits may be used to satisfy credit requirements in the student’s major. A maximum of two courses can overlap with a student’s major, other minor or program.

Proposal:
We propose to revise the History minor so that HIS 150 Doing History is the only required course. Students wishing to minor in History must also complete five additional elective courses. At least one course must be at the 300-level or above. A maximum of two courses can overlap with a student’s major, other minor or program.

We also want to add recently approved courses to the illustrative list of courses in the UG bulletin.

Rationale for Revision:
The History minor needs refreshing due to the changes in the general education program. Students no longer are limited to selecting the history survey classes. We want to give students more flexibility to use courses they took in the process of completing gen ed towards the minor. HIS 150 also gives students an understanding of how history is studied so we want to make that required.
NEW Bulletin Copy, 2015-16:

HISTORY

Minor

The Department of History offers students the opportunity to minor in History by completing 18 credits (six courses) in the department. One course is required, HIS 150 Doing History. After completing HIS 150, students are invited to select from the electives offered by the Department of History to complete the minor. At least one elective must be at the 300-level or above to earn a History Minor.

Rationale. The study of history supports the analytical skills desired by many graduate programs, including law schools, by teaching students to evaluate evidence, and to present and defend arguments about historical change based on evidence. It also provides students with important information about the world in which they live, the process of social change and the factors affecting it, and the creation and evolution of cultural institutions. Students with a strong historical background will be well equipped to work in public institutions because they will have a coherent understanding of the purposes and limitations of public systems. They also will be excellent employees in private institutions because they will understand and be able to support the social and economic purposes of private industry. Finally, students who have studied history make more conscious and active citizens, because they are aware of the role of race and class in America. They are cognizant of the rich history of America's political institutions and their civic responsibilities to use, protect, and maintain their political and legal rights.

Minor coordinator. Professor Andrea Balis, Department of History (212.237.8312, abalis@jjay.cuny.edu)

Requirements. Students wishing to minor in History must complete HIS 150 and five additional elective courses. At least one course must be at the 300-level or above. A maximum of two courses can overlap with a student's major, other minor(s) or program.

Additional Information. Students who enrolled for the first time at the College in September 2015 or thereafter must complete the minor in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the minor. A copy of the earlier version may be obtained on the College website, at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

PART ONE. REQUIRED COURSE

Required

HIS 150 Doing History

Credits: 3

PART TWO. ELECTIVES

Select any five HIS courses, at least one must be at the 300-level or higher.

Credits: 12

Approved by UCASC, Mar 20, prepared for College Council, Apr 21, 2015
The list below is illustrative and arranged for students by their particular interest. Students are not limited to these courses, they can use any HIS course toward the minor.

**Electives with appeal for students interested in attending law school**
- HIS 201 American Civilization: From Colonial Times through the Civil War
- HIS 202 American Civilization: 1865 to the Present
- HIS 277 American Legal History
- HIS 320 Topics in the History of Crime and Punishment in the United States
- HIS 323 The History of Lynching and Collective Violence
- HIS 352 History and Justice in the Wider World
- HIS 354 Law and Society in Ancient Athens and Rome
- HIS 359 History of Islamic Law

**Electives with appeal for students interested in government and political science**
- HIS 201 American Civilization: From Colonial Times through the Civil War
- HIS 202 American Civilization: 1865 to the Present
- HIS 219 Violence and Social Change in America
- HIS 252 Warfare in the Ancient Near East and Egypt
- HIS 254 History of Ancient Greece and Rome
- HIS 256 The History of Muslim Societies and Communities
- HIS 264 China to 1650
- HIS 274 China: 1650 – Present
- HIS 282 Selected Topics in History
- HIS 340 Modern Military History from Eighteenth Century to the Present
- HIS 356/GEN 356 Sexuality, Gender and Culture in Muslim Societies
- HIS 370 Ancient Egypt

**Electives with appeal for students interested in criminal justice**
- HIS 219 Violence and Social Change in America
- HIS 224 History of Crime in New York City
- HIS 277 American Legal History
- HIS 320 Topics in the History of Crime and Punishment in the United States
- HIS 323 The History of Lynching and Collective Violence
- HIS 325 Criminal Justice in European Society, 1750 – Present
- HIS 352 History and Justice in the Wider World
- HIS 354 Law and Society in Ancient Athens and Rome
- HIS 359 History of Islamic Law

**Electives with appeal for students interested in social and cultural history**
- HIS 131 Topics in the History of Science, Technology, and Medicine
- HIS 214 Immigration and Ethnicity in the United States
- HIS 219 Violence and Social Change in America
- HIS 265/LLS 265 Class, Race and Family in Latin American History
- HIS 270 Marriage in Medieval Europe
- HIS 282 Selected Topics in History
- HIS 352 History and Justice in the Wider World
- HIS 359 History of Islamic Law
- HIS 364/GEN 364 History of Gender and Sexuality: Prehistory – 1650
- HIS 381 Social History of Catholicism in the Modern World

**Electives with appeal for students interested in global history**

Approved by UCASC, Mar 20, prepared for College Council, Apr 21, 2015
HIS 208 Exploring Global History
HIS 252 Warfare in the Ancient Near East and Egypt
HIS 254 History of Ancient Greece and Rome
HIS 260/LLS 260 History of Contemporary Cuba
HIS 264 China to 1650
HIS 265/LLS 265 Class, Race and Family in Latin American History
HIS 270 Marriage in Medieval Europe
HIS 274 China: 1650 – Present
HIS 282 Selected Topics in History
HIS 325 Criminal Justice in European Society, 1750 – Present
HIS 352 History and Justice in the Wider World
HIS 354 Law and Society in Ancient Athens and Rome
HIS 356/GEN 356 Sexuality, Gender and Culture in Muslim Societies
HIS 359 History of Islamic Law
HIS 362 History of Science and Medicine: Prehistory – 1650
HIS 364/GEN 364 History of Gender and Sexuality: Prehistory – 1650
HIS 366 Religions of the Ancient World
HIS 370 Ancient Egypt
HIS 381 Social History of Catholicism in the Modern World
HIS 383 History of Terrorism
HIS 3XX History of the African Diaspora I: To 1808
HIS 3XX African Diaspora History II: Since 1808

Electives with appeal for students interested in New York City history
HIS 214 Immigration and Ethnicity in the United States
HIS 217 History of New York City
HIS 224 A History of Crime in New York City

*See the current course schedule for a full listing of History courses.

CREDITS REQUIRED FOR MINOR: 18
CURRENT Bulletin Info Reflecting Proposed Changes:

HISTORY

Minor

The Department of History offers students the opportunity to minor in History by completing 18 credits (six courses) in the department. **One course is required, HIS 150 Doing History.** The first 6 credits form the core of the minor and encompass the general education requirements in history. After completing HIS 150 the core courses, students are invited to select from the electives offered by the Department of History to complete the minor. At least one elective must be at the 300-level or above to earn a History Minor.

**Rationale.** The study of history supports the analytical skills desired by many graduate programs, including law schools, by teaching students to evaluate evidence, and to present and defend arguments about historical change based on evidence. It also provides students with important information about the world in which they live, the process of social change and the factors affecting it, and the creation and evolution of cultural institutions. Students with a strong historical background will be well equipped to work in public institutions because they will have a coherent understanding of the purposes and limitations of public systems. They also will be excellent employees in private institutions because they will understand and be able to support the social and economic purposes of private industry. Finally, students who have studied history make more conscious and active citizens, because they are aware of the role of race and class in America. They are cognizant of the rich history of America's political institutions and their civic responsibilities to use, protect, and maintain their political and legal rights.

**Minor coordinator.** Professor Andrea Balis, Department of History (212.237.8312, abalis@jjay.cuny.edu)

**Requirements.** Students wishing to minor in History must complete HIS 150 and five additional elective courses. At least one course must be at the 300-level or above. No more than half of these credits may be used to satisfy credit requirements in the student’s major. A maximum of two courses can overlap with a student's major, other minor or program.

**Additional Information.** Students who enrolled for the first time at the College in September 2015 or thereafter must complete the minor in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the minor. A copy of the earlier version may be obtained on the College website, at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

**PART ONE. REQUIRED SURVEY COURSES**

*Required Select two*

HIS 150 Doing History

HIS 203 The Ancient World
HIS 204 The Medieval World

Credits: 3 6
*HIS 205 The Modern World

*Please note: Students who have completed HIS 231, must take HIS 205.

PART TWO. ELECTIVES (select any five four History courses) Credits: 12

Select any five HIS courses. At least one course must be at the 300-level or above.

This list is illustrative and arranged for students by their particular interest. Students are not limited to these courses, they can use any HIS course toward the minor.

Electives with appeal for students interested in attending law school

HIS 201 American Civilization: From Colonial Times through the Civil War
HIS 202 American Civilization: 1865 to the Present
HIS 277 American Legal History
HIS 320 Topics in the History of Crime and Punishment in the United States
HIS 323 The History of Lynching and Collective Violence
HIS 352 History and Justice in the Wider World
HIS 354 Law and Society in Ancient Athens and Rome
HIS 359 History of Islamic Law

Electives with appeal for students interested in government and political science

HIS 201 American Civilization: From Colonial Times through the Civil War
HIS 202 American Civilization: 1865 to the Present
HIS 219 Violence and Social Change in America
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HIS 254 History of Ancient Greece and Rome
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Electives with appeal for students interested in criminal justice

HIS 219 Violence and Social Change in America
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HIS 323 The History of Lynching and Collective Violence
HIS 325 Criminal Justice in European Society, 1750 – Present
HIS 352 History and Justice in the Wider World
HIS 354 Law and Society in Ancient Athens and Rome
HIS 359 History of Islamic Law

Electives with appeal for students interested in social and cultural history

HIS 131 Topics in the History of Science, Technology, and Medicine
HIS 214 Immigration and Ethnicity in the United States
HIS 219 Violence and Social Change in America
HIS 265/LLS 265 Class, Race and Family in Latin American History

Approved by UCASC, Mar 20, prepared for College Council, Apr 21, 2015
HIS 270 Marriage in Medieval Europe
HIS 282 Selected Topics in History
HIS 352 History and Justice in the Wider World
HIS 359 History of Islamic Law
HIS 364/GEN 364 History of Gender and Sexuality: Prehistory – 1650
HIS 381 Social History of Catholicism in the Modern World

Electives with appeal for students interested in global history
HIS 208 Exploring Global History

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HIS 381 Social History of Catholicism in the Modern World
HIS 383 History of Terrorism
HIS 3XX History of the African Diaspora I: To 1808
HIS 3XX African Diaspora History II : Since 1808

Electives with appeal for students interested in New York City history
HIS 214 Immigration and Ethnicity in the United States
HIS 217 History of New York City
HIS 224 A History of Crime in New York City

*See the current course schedule for a full listing of History courses.

CREDITS REQUIRED FOR MINOR: 18
Proposal to Require Two 200-level Courses in the General Education Program

Proposed Policy:

Students must take at least two 200-level courses in the Flexible Core of the General Education requirements.

Effective Date: Fall 2015

Explanation:

Fundamental to student academic development in higher education is the notion of incrementally progressed learning occurring at four different levels. Frequently referred to as scaffolding, the underlying belief comes from Vygotsky’s Zone of Proximal Development, which explains that learning occurs in the interaction between a person’s actual development level and their potential development level based on support and guidance that is timed appropriately to move students toward stronger understanding and, ultimately, greater independence in the learning process. All academic majors are based on the principle of scaffolding, with increased skills and content mastery expected at each course level.

Currently John Jay’s general education program has a 100-level requirement and a 300-level requirement, but no 200-level requirement. This creates a significant learning gap.

To create a greater distinction between academic years in the general education program, a common experience for sophomores that enables targeted enrichment and support opportunities, and at least two courses that require a stronger skills base and therefore scaffolded skills development between the 100- and 300-level of the general education program, the former interim Dean of Undergraduate Studies and current Chair of English, Allison Pease, proposes that the college adopt a 200-level overlay requirement that each student must take at least two 200-level courses from among the 6 courses they take in the Flexible Core.

What is an overlay and does CUNY Pathways permit them?

An overlay is a non-specific or flexible requirement that can be achieved while also fulfilling the strict Pathways or College Option requirements. CUNY permits such overlays and prescribes in their CUNY Pathways Students Rights only that, “Colleges with “overlay” requirements (such as writing intensive
courses or courses that meet diversity education requirements) must have enough such courses available that students can fulfill them without having to complete additional credits in the Common Core or the College Option.”
(http://www.cuny.edu/academics/initiatives/pathways/about/rightsandresponsibilities.html).

The Senior and Comprehensive CUNY colleges have the following overlay requirements in their general education programs:

- Baruch requires two 300-level courses and one 400-level course
- Brooklyn has no overlay requirement, but offers only one Individual and Society course at the 200-level
- College of Staten Island requires 3 courses at the 200-level in their college option
- City College has a 2-semester WI course required, no level requirements
- City Tech requires 4 WI courses
- Hunter has overlay requirements in Pluralism & Diversity and one WI
- Lehman has 4 required WI courses
- Medgar Evers has no overlay or level requirements
- Queens College requires two WI courses
- York requires one 200-level WI course for students who enter as freshmen and 2 WI courses for all transfer students

Why a 200-level requirement will be helpful to student learning and retention efforts at the college:

Student retention is linked to student academic success at John Jay. If students are engaged by incremental learning and are challenged to increase their skills, they are more likely to see their academic efforts as useful. However, 17% of sophomores leave the college each year. The college’s 2012 Report from the Committee on General Education Outcomes Assessment was very clear that our students graduate with sub-standard academic proficiencies. While, “the majority of capstone students are at least moderately proficient in the basic academic skills: they can select a topic, identify and access sources, and manage the mechanics of writing. Their performance is weaker on more challenging tasks such as analyzing data, drawing conclusions, and putting their subject, ideas, and writing in context” (full report at http://www.jjay.cuny.edu/Assessement_Report_Final(2).pdf).

Though we have a new general education program, and may be producing different results, one fact about our current general education program is that it is very flat. The learning outcomes are the same, regardless of level. What’s more, the college offers 86 courses in the gen ed at the 100-level and 69 courses in the gen ed at the 200-level, but of those 69 at the 200-level, only 7 require more than English 101 as a prerequisite, meaning students can take these courses in their second semester. Thus sophomores sit in classes with freshmen and have the same learning goals and expectations as freshmen. This does not serve them or motivate them, nor does it lead them to higher-level skills building of the sort that will lead to stronger learning outcomes overall.

The college can assist its sophomores by providing a “just in time” developmental increase in learning expectations that will help students stay motivated and progressing toward more advanced work.
while also providing co-curricular enrichment opportunities targeted for sophomores already in place through its Student Academic Success Programs (SASP).

As we have learned, SASP co-curricular enrichment through the First Year Seminars has a strong and positive effect on first-year student learning and retention and the college should ensure a similar approach for our sophomores. As envisioned, Undergraduate Studies will integrate sophomore programming with a curricular overlay of Sophomore Signature courses, in which faculty have the opportunity to address academic skills building in 200-level courses and, with the support of SASP workshops and student engagement activities, guide students through the kinds of academic and career decisions appropriate to sophomores. The Sophomore Signature courses would be a critical link toward a scaffolded experience for all John Jay students from the 100-level Individual and Justice first-year seminars to Sophomore Signature courses supporting increased academic skills and career explorations to the 300-level courses in the Justice Core.

Attached to this document is a guide to the Learning Outcomes of the Flexible Core at the 100-level created by a working group of faculty in Fall 2013 (Professors Arbour, Barrett, Burleigh, Champeil, DiGiovanna, Endsley, Paulino, Trimbur). To accommodate a new 200-level requirement a faculty working group, or the general education subcommittee, can create a second level of learning outcomes that will determine the goals for 200-level general education courses.

A Guide to Outcomes for the Flexible Core
100-level General Education Courses

I. Gather, Interpret & Assess Information\(^1\) from a Variety of Sources and Points of View

- Identify a manageable topic or an answerable question that is relevant to the assignment.
- Employ one or more basic search strategies appropriate to the topic (e.g., key word search of a scholarly database; close examination of data, texts, or artwork; field observations; laboratory experimentation; performance analysis).
- Select high-quality (e.g., authoritative, up-to-date, pertinent) information sources.
- Identify relevant information.
- Note and/or cite sources fully and accurately.
- Point out clear areas of agreement or disagreement between/among sources of information.

\(^1\) “Information” may include material in any form relevant to a particular course: statistical data; theatrical or musical performances; visual arts exhibitions; literary texts; scholarly monographs; newspapers; scientific experiments; statutes; judicial opinions; interviews; etc.
II. Evaluate Evidence and Arguments Critically or Analytically

A. Evaluate Evidence
   - Discriminate between descriptive statements and opinions or hypotheses.
   - Contextualize the information, e.g., historically, biographically, geographically.
   - Assess the quality of the information in terms of questions such as: Is it relevant? Is it useful? Is it replicable? Does it come from informed sources? Does it reflect consensus? Is it coherent and internally consistent? Are there obvious gaps or inconsistencies?

B. Analyze Arguments
   - Identify the conclusion or thesis statement.
   - Distinguish the conclusion or thesis from supporting reasons or evidence.
   - Identify “filler” material that is extraneous to the structure of the argument.
   - Assess the relationship of the evidence/reasons to the conclusion: i.e., does the evidence support the conclusion?
   - Consider whether the evidence could support alternative conclusions.

III. Produce Well-Reasoned Written or Oral Arguments using Evidence to Support Conclusions

- Articulate a defined thesis statement or overarching claim.
- Support the thesis or claim with sufficient and pertinent evidence, examples, or reasons.
- Tie the evidence, examples, or reasons back to the thesis or claim.
- Draw conclusions from the evidence or reasons rather than merely summarizing, restating or quoting.
- Construct and/or present a structured, clear, coherent argument that advances toward the conclusion.
- Recognize and define terms that may have multiple, specialized, or vague meanings and define them in the context of the argument.

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2 For students at the 100-level, this means beginning to question—rather than simply transcribing and repeating—the information they have gathered.
# CHANGE IN EXISTING GRADUATE COURSE

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

**Date Submitted to the Office of Graduate Studies:** 3/9/15  
**Date of CGS Approval:** 3/12/15

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

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Avram Bornstein</td>
<td><a href="mailto:abornstein@jjay.cuny.edu">abornstein@jjay.cuny.edu</a></td>
<td>X8287</td>
</tr>
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## 2. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.

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</tr>
<tr>
<td>CRJ MA</td>
<td>CRJ MA</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>CRJ 717</td>
<td>CRJ 717</td>
</tr>
<tr>
<td><strong>Pre- and/or Corequisites (specify which are pre, co, or both)</strong></td>
<td><strong>Pre- and/or Corequisites (specify which are pre, co, or both)</strong></td>
</tr>
<tr>
<td>Criminal Justice 715: Research Design and Methods.</td>
<td>An average grade of A- or better in CRJ 715 and CRJ 716.</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
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<tr>
<td>3 credits</td>
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<tr>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td><strong>Description</strong></td>
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</tr>
<tr>
<td>Furnishes opportunities to critically examine recent articles in criminal justice journals and to examine trends in research approaches. Provides practice in understanding, analyzing and questioning research designs. Interpretations of data, findings, and recommendations reported in the literature of the field.</td>
<td>Assists in the identification and delineation of researchable criminal justice topics and methodologies. Reviews the process of writing scholarly and research reports, library research and documentation styles. Required for those who have chosen to write a thesis.</td>
</tr>
</tbody>
</table>

## 3. Rationale for the proposed change(s): In spring 2014, the thesis track was modified in that it was increased from one course, CRJ 791, to a sequence of two courses, CRJ 717 and then CRJ 791. These changes update the course
description to reflect the new role of CRJ 717 in the updated MA curriculum. The thesis option is also only open to
students who have earned an A- or better in both CRJ 715 and 716, and the proposal updates the prerequisites
accordingly.

4. Enrollment in past semesters:
   Fall 2014: 3
   Spring 2015: 5

5. Does this change affect other programs?
   ____X__ No  _____ Yes

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

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<tr>
<td>CRJ MA</td>
<td>CRJ 791</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td></td>
</tr>
<tr>
<td>CRJ 791</td>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
</tr>
<tr>
<td>Prerequisite(s): A grade of A or A- in CRJ 715 (Research Design and Methods) and permission of the program director.</td>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
</tr>
<tr>
<td>Prerequisite(s): An average grade of A- or better in CRJ 715, CRJ 716, &amp; CRJ 717.</td>
<td></td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>30 HOURS PLUS CONFERENCES</td>
<td>3 CREDITS</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td><strong>Effective Term</strong></td>
</tr>
<tr>
<td>OFFERED EVERY SEMESTER Assists in the identification and delineation of researchable topics with suggestions for appropriate methodologies. Reviews the process of writing scholarly and research reports; library research and documentation styles for those who have chosen the thesis option to complete the requirements for the master’s degree. Leads to the development of a thesis prospectus.</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Offered as an independent study with the student’s thesis adviser, this course assists students in developing their thesis and bringing it to fruition.</td>
<td></td>
</tr>
</tbody>
</table>
3. **Rationale for the proposed change(s):** In spring 2014, the thesis track was modified in that it was increased from one course, CRJ 791, to a sequence of two course, CRJ 717 and then CRJ 791. These changes update the course description to reflect the new role of the CRJ 791.

4. **Enrollment in past semesters:** independent study
   - Fall 2013: 13
   - Spring 2013: 7
   - Fall 2014: 0
   - Spring 2015: 4

5. **Does this change affect other programs?**
   
   ___X___ No    _____ Yes

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

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<tr>
<td>Course</td>
<td>CRJ 793</td>
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<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
</tr>
<tr>
<td>A GPA of 3.0 or higher at the time of registration for the course and completion of all required courses for the program at the end of the semester for which the student registers for CRJ 793.</td>
<td>Prerequisite: A GPA of 3.0 or higher at the time of registration for the course. Pre- or Corequisites: CRJ 710, CRJ 711, CRJ 715, and CRJ 716</td>
</tr>
<tr>
<td>Hours</td>
<td>Hours</td>
</tr>
<tr>
<td>30 HOURS PLUS CONFERENCES</td>
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<td>3 credits</td>
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<td>Description</td>
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</tr>
<tr>
<td>Presents a series of weekly guest faculty lecturers who review the key concepts and major areas of criminal justice. Provides the recommended (but not required) preparation for the end-of-the term comprehensive examination for those who have chosen the exam option to complete the requirements for the master’s degree</td>
<td>Presents a series of weekly guest faculty lecturers who review the key concepts and major areas of criminal justice. Provides the recommended (but not required) preparation for the end-of-the term comprehensive examination.</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>
3. **Rationale for the proposed change(s):** These changes remove reference to a chosen exam option because the exam is now required for all students. The existing, somewhat confusing statement of pre- and corequisites has been recast in a more straightforward formulation.

4. **Enrollment in past semesters:**
   - Fall 2013: 45
   - Spring 2014: 53
   - Fall 2014: 44
   - Spring 2015: 74

5. **Does this change affect other programs?**
   
   ___X__ No    _____ Yes

   If yes, what consultation has taken place?
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<td>212 621 3751</td>
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<tr>
<td>Forensic Science</td>
<td></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>FOS 795 Thesis Prospectus 1</td>
<td></td>
</tr>
<tr>
<td><strong>Pre- and/or Corequisites</strong></td>
<td><strong>Pre- and/or Corequisites</strong></td>
</tr>
<tr>
<td>(specify which are pre, co, or both)</td>
<td>(specify which are pre, co, or both)</td>
</tr>
<tr>
<td>Prerequisite(s) for 795: Coursework necessary for admission to Master of Science in Forensic Science Program.</td>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td>1 CREDIT PER SEMESTER, PASS/FAIL GRADE GRANTED UPON COMPLETION OF ALL THREE SEMESTERS AND THE SUBMISSION OF AN APPROVED THESIS PROSPECTUS. OFFERED EVERY SEMESTER.</td>
<td>1 CREDIT, PASS/FAIL GRADE. OFFERED EVERY FALL</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>Credits</strong></td>
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<tr>
<td><strong>Description</strong></td>
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<tr>
<td>This series of three seminar courses is designed to introduce the student to scholarly research, report-writing, library research and documentation styles/techniques. Students will develop communication skills via oral (PowerPoint™) and poster presentations. Students should register for FOS 795 in their first semester of study. In FOS 795, students will interact with faculty and upper level</td>
<td>The first in a series of three seminar courses is designed to introduce the student to scholarly research, scientific writing, library research and professional and ethical issues in scientific research and forensic science. Students will develop critical analysis and oral communication skills. Students should register for FOS 795 in their first semester of study. In FOS 795, students will be introduced to current...</td>
</tr>
</tbody>
</table>
graduate students to foster the development of a thesis research project. Students will present journal club-style presentations in FOS 796 and then progress in FOS 797 to present the development of their thesis research, from literature review and experimental design to preliminary data presentation. Students must develop a thesis prospectus by the end of FOS 797.

3. **Rationale for the proposed change(s):**
   1. Automatically receiving a grade of INCOMPLETE for FOS 795 and 796 until the completion of FOS 797 does not accurately reflect a student’s progress. It is possible to “pass” or “fail” a student based on their contribution to the each class in the thesis-prospectus sequence.
   2. In addition, under certain circumstances having an INCOMPLETE on their transcript will prevent students from receiving tuition reimbursement.
   3. Minor changes in the course description are meant to clarify course content.

4. **Enrollment in past semesters:**
   11 – 15 students each semester

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

   ___ X ___ No   _____ Yes

   If yes, what consultation has taken place?
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</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>FOS 796 Thesis Prospectus 2</td>
<td></td>
</tr>
<tr>
<td><strong>Pre- and/or Corequisites</strong> (specify which are pre, co, or both)</td>
<td><strong>Pre- and/or Corequisites</strong> (specify which are pre, co, or both)</td>
</tr>
<tr>
<td>Prerequisite: FOS 795</td>
<td></td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td>1 CREDIT PER SEMESTER, PASS/FAIL GRADE GRANTED UPON COMPLETION OF ALL THREE SEMESTERS AND THE SUBMISSION OF AN APPROVED THESIS PROSPECTUS. OFFERED EVERY SEMESTER.</td>
<td>1 CREDIT, PASS/FAIL GRADE. OFFERED EVERY SPRING</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>1 CREDIT PER SEMESTER, PASS/FAIL GRADE GRANTED UPON COMPLETION OF ALL THREE SEMESTERS AND THE SUBMISSION OF AN APPROVED THESIS PROSPECTUS. OFFERED EVERY SEMESTER.</td>
<td>The second in a series of three seminar courses is designed to introduce the student to scholarly research, scientific writing, library research and professional and ethical issues in scientific research and forensic science. Students will develop critical analysis and oral communication skills. Students will present journal club style presentations.</td>
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graduate students to foster the development of a thesis research project. Students will present journal club-style presentations in FOS 796 and then progress in FOS 797 to present the development of their thesis research, from literature review and experimental design to preliminary data presentation. Students must develop a thesis prospectus by the end of FOS 797.

| Effective Term | Fall 2015 |

8. **Rationale for the proposed change(s):**
   1.) Automatically receiving a grade of INCOMPLETE for FOS 795 and 796 until the completion of FOS 797 does not accurately reflect a student’s progress. It is possible to “pass” or “fail” a student based on their contribution to the each class in the thesis-prospectus sequence.
   2.) In addition, under certain circumstances having an INCOMPLETE on their transcript will prevent students from receiving tuition reimbursement.
   3.) Minor changes in the course description are meant to clarify course content.

9. **Enrollment in past semesters:**
   11 – 15 students each semester

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

    _X_ No _____ Yes

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

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

Date Submitted to the Office of Graduate Studies: 2/26/15
Date of Program approval: 2/26/15
Date of CGS approval:

11. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechthild Prinz</td>
<td><a href="mailto:mprinz@jjay.cuny.edu">mprinz@jjay.cuny.edu</a></td>
<td>212 621 3751</td>
</tr>
</tbody>
</table>

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

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<tr>
<td><strong>Program</strong></td>
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<tr>
<td>Forensic Science</td>
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<td><strong>Course</strong></td>
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<tr>
<td>FOS 797 Thesis Prospectus 3</td>
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<tr>
<td><strong>Pre- and/or Corequisites</strong></td>
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<tr>
<td>Prerequisite: FOS 796</td>
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<td>1 CREDIT PER SEMESTER, PASS/FAIL GRADE-GRAANTED UPON COMPLETION OF ALL THREE SEMESTERS AND THE SUBMISSION OF AN APPROVED THESIS PROSPECTUS. OFFERED EVERY SEMESTER.</td>
<td>1 CREDIT, PASS/FAIL GRADE. OFFERED EVERY FALL</td>
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<td><strong>Credits</strong></td>
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<tr>
<td>This series of three seminar courses is designed to introduce the student to scholarly research, report-wraitng, library research and documentation styles/techniques. Students will develop communication skills via oral (PowerPoint™) and poster presentations. Students should register for FOS 795 in their first semester of study. In FOS 795, students will interact with faculty and upper level</td>
<td>The third in a series of three seminar courses is designed to introduce the student to scholarly research, scientific writing, library research and professional and ethical issues in scientific research and forensic science. Students will develop critical analysis and oral communication skills. In FOS 797 students present the development of their thesis research, from literature review and experimental design to preliminary</td>
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graduate students to foster the development of a thesis research project. Students will present journal club-style presentations in FOS 796 and then progress in FOS 797 to present the development of their thesis research, from literature review and experimental design to preliminary data presentation. Students must develop a thesis prospectus by the end of FOS 797.

| Effective Term | Spring 2016 |

13. **Rationale for the proposed change(s):**
   1.) Automatically receiving a grade of INCOMPLETE for FOS 795 and 796 until the completion of FOS 797 does not accurately reflect a student’s progress. It is possible to “pass” or “fail” a student based on their contribution to the each class in the thesis-prospectus sequence.
   2.) In addition, under certain circumstances having an INCOMPLETE on their transcript will prevent students from receiving tuition reimbursement.
   3.) Minor changes in the course description are meant to clarify course content.

14. **Enrollment in past semesters:**
   11 – 15 students each semester

15. **Does this change affect other programs?**
   __X__ No ______ Yes

   If yes, what consultation has taken place?
Proposed Change to Admissions Requirements for the Master of Science in Forensic Science

Date of Program Approval: 2/26/2015
Date of CGS Approval: 3/12/2015

Contact information of proposer:

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**Description of the changes:** Remove the admissions requirement that prospective students must have one year of calculus-based physics.

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<tr>
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<tr>
<td><strong>MASTER OF SCIENCE IN FORENSIC SCIENCE</strong></td>
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<td>The typical admitted student has a grade point average of 3.0 or higher, a combined GRE score of 297 or higher (150+ Quantitative Reasoning and 147+ Verbal Reasoning) and a score of 3.0 or higher on the Analytical Writing section. In addition, applicants should have successfully completed at a minimum the following undergraduate STEM coursework: one year of biology, one year of general chemistry, one year of organic chemistry, one year of calculus, one year of calculus-based physics, one semester of biochemistry, one semester of physical chemistry and one semester of statistics. Students may be conditionally admitted but must complete the required courses within the first year of the program.</td>
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**Rationale:** In order to successfully pass physics-based graduate classes like Instrumental Analysis and Advanced Criminalistics I and II, students need a background in both calculus and physics. While calculus-based physics is preferred, this should not be mandatory. As long as students have successfully taken one year of calculus, one year of physics is sufficient.
PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for the Digital Forensics and Cybersecurity Program leading to the Master of Science Degree.

Program Name and Degree Awarded: MS in Digital Forensics and Cybersecurity
HEGIS Code: 0799
NY State Program Code: 28427
Effective term: Fall 2015

Date of CGS approval: 3/12/15

Rationale for proposed changes:

The Digital Forensics and Cybersecurity faculty has approved the addition of FCM 741, Applied Cryptography, to the list of designated Forensic and Security Electives in the degree requirements.
**Requirements for the Degree Program:**
**strike through what is to be changed.**

**REQUIRED COURSES (15 credits)**
- CRJ/FCM 752 The Law and High Technology Crime
- FCM 742 Network Security
- FCM 710 Architecture of Secure Operating Systems
- FCM 753 Digital Forensic Applications
- FCM 760 Forensic Management of Digital Evidence

**FORENSIC AND SECURITY ELECTIVES (Choose 3)**
- FCM 700 Theoretical Foundations of Computing
- FCM/FOS 705 Mathematical Statistics for FOS
- FCM 740 Data Communications and Forensics Security
- FCM 745 Network Forensics

**CRIMINAL JUSTICE ELECTIVES (Choose 1)**
- CRJ 708 Law, Evidence and Ethics
- CRJ/FCM 727 Cybercriminology
- CRJ 733 The Constitution and Criminal Justice
- CRJ 750/PAD 750 Security of Information and Technology

**GRADUATE ELECTIVE (3 credits)**
Select any course in the John Jay College graduate catalog (except FCM 708 or FCM 709) to include the above electives.

**CAPSTONE OPTIONS (Choose 1)**
- For Fieldwork: FCM 780 Capstone Seminar and Fieldwork
- For Applied Research Project or Thesis: Forensic Computing 791 Prospectus Seminar

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Sub-total | Electives | Total credits required:
--- | --- | ---
15 | 18 | 33

Rev. Spring 2014
Office of Graduate Studies
Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

**Does this change affect any other program?**

___X___ No ______ Yes

If yes, what consultation has taken place?
Policy for Honors, Prizes and Awards Committee
Effective Spring 2015
Commencement Awards

New Award Creation Policy:

Any new awards must be in place by December 1 of the semester prior to Commencement. The Office of Marketing and Development will be responsible for all new award creation.

New Awards must provide the following:
1. A minimum $100 funding commitment of at least 3 years ($300), 5 years ($500), or 10 years ($1000) per award.
2. A pledge agreement
3. Name of the Award and Criteria for selecting recipient(s)
4. Award description
5. Donor Contact Information, On-Campus Contact #1, On-Campus Contact #2

Commencement Award Financial Policy:

- All donations must go through the Office of Marketing and Development. Awards that come with financial prizes will be awarded by the College. Personal checks will not be allowed to be given directly to students.
- All donations must be submitted to the Office of Marketing and Development no later than March 1.
- Once an account has been exhausted of funds, the account will close and the award will no longer be given with notice from the Office of Marketing and Development.

Pre-Existing Award Policy for Awards created before the 2014-2015 Academic Year:

- All pre-existing awards will be grandfathered into above financial policy for this academic year (2014-2015 academic year).
- Beginning with the 2015-2016 academic year, all accounts that are exhausted of funds will be closed, unless replenished with the Office of Marketing and Development following the above award creation protocol.

Policy for Commencement Awards Ceremony Planning:
- Student Affairs and Academic Affairs will both contribute $2500.00 for a total of $5000.00 to plan the annual ceremony.
- Academic Affairs will inform faculty that we will no longer provide lists of the top 10 students in every major for their selection. The lists if needed can be provided by the Office of the Registrar and they may contact them directly.

Important Dates/Deadlines:

- February:
  o Academic Affairs emails faculty to select recipients, including Development briefing document and new policies. Recipients must be selected by April 1.
Marketing & Development sends email to donors with account balances including the March 1 deadline for submitting checks.

- March:
  - Deadline to apply for graduation
  - Donations/Financial Prizes for Commencement Awards due to Marketing & Development from donors.
  - Deadline to apply for Graduation awards
  - Academic Affairs sends reminders to award contacts to submit recipient names by April 1.

- April:
  - HPA award selections due to College Council for Agenda
  - Final recipient names due to Academic Affairs
  - Academic Affairs sends letters to recipients of academic awards
  - Academic Affairs sends list of recipient names to Marketing & Development and Student Transition Programs
  - College Council votes on HPA recipient selection for Graduation Awards
  - Plaques ordered by Student Transition Programs for all academic and service awards.
  - Bios of recipients due to Danielle Poupoure for script & program development.
MEMORANDUM

TO: College Council
FROM: Jane Bowers, Karen Kaplowitz, Jim Llana, Co-Chairs – Ad Hoc Committee for the Strategic Plan
SUBJ: Agenda Item for April College Council Meeting: Approval of Strategic Planning Goals
DATE: March 20, 2015

The Ad Hoc Committee for the Strategic Plan has been working since the fall to develop a proposal for the next John Jay Strategic Plan. We request that the proposal be placed on the College Council agenda for April, for discussion and a vote.

We attach two documents. The first lists the proposed Strategic Planning Goals with a rationale, and the second provides examples of the types of strategies and activities that could support the goals. The vote will be on the goals themselves; the particular actions taken to support the plan will be worked out during implementation.
Strategic Plan Proposal: “John Jay 2020”
Ad Hoc Committee for the Strategic Plan

Rationale. With the conclusion of “JohnJay@50,” it is time to develop a strategic plan to take the College to the year 2020. As a necessary prelude, we constructed a new Mission Statement in the spring of 2014 following a campus-wide “conversation” about the purpose and aspirations of the institution and about the students we wish to serve. Almost immediately, the process began to build a new strategic plan, one that would stand on the broad achievements of “John Jay@50” and the “Critical Choices” agenda but at the same time would move the institution in very particular directions.

As with the development of a new Mission Statement, an Ad Hoc committee coordinated an extensive electronic conversation—and in this case one Town Hall meeting—to consider and then re-consider options for strategic goals. Thanks to extensive comments from individuals and groups, the Ad Hoc Committee was able to reduce the original list to seven goals. We believe the goals satisfy the criteria announced at the beginning of the process, and we believe they are achievable and measurable over the next five years, provided we resource them appropriately. All the goals link explicitly to the Mission Statement.

1. Provide Every Student with the Foundations for Life-Long Success

“The College’s liberal arts curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors.” Mission Statement

The John Jay Mission Statement also recognizes that our students are “passionate about shaping the future,” but to productively engage the future passion must be channeled through a carefully planned program of learning, both in and out of the classroom. The College must position students—one at a time—for life-long learning and professional success along various paths into careers and graduate study. Some elements of that positioning are common to all students, whatever their passions, and some reflect particular interests.

A recent poll conducted by the Chronicle of Higher Education\(^1\) revealed that employers look at job candidates first for internships, followed by employment during college, college major, volunteer experience, and extracurricular activities, in descending order of

importance. At the bottom of the list were relevant coursework, college GPA, and college reputation. The list varies somewhat depending on the industry in question, but the importance of experiential learning stands out across the board for students headed in any direction. As they focus on particular post-graduate pathways, John Jay students must be able to count on a robust program of internships, volunteer work, research, and paid employment, to understand literally how the world works in their chosen field.

It is also true that in every endeavor, John Jay graduates will require practical skills of the kind recommended by the American Association of Universities and Colleges in its “Liberal Education and America’s Promise” (LEAP) program: written and oral communications, critical and creative thinking, teamwork and problem-solving, quantitative thinking, personal/social responsibility, and inquiry and analysis. Some of these skills are part of the General Education program at John Jay, but we must fill the gaps where they exist.

On a personal level, all John Jay students should work toward an understanding of their aspirations and values that ultimately give meaning and direction to life; self-awareness—a fundamental purpose of education—is essential to finding a satisfying fit in a community, in a career, and in the world at large. The arts and humanities have perhaps special contributions to individual growth. While the aim is personal, social interaction is indispensable, as our Mission Statement suggests: “The breadth of our community motivates us to question our assumptions, to consider multiple perspectives, to think critically, and to develop the humility that comes with global understanding.” Educating for Justice takes place best in a community of diverse learners, at the intersection of personal and intellectual development.

The College does an excellent job in every aspect of positioning just described. In addition, since 2008 we have added learning communities, first-year seminars, a common intellectual experience through the Justice Core, writing-intensive courses, undergraduate research, and courses and programs that emphasize diversity and/or global learning. However, too many students miss important learning opportunities because they are unaware of them or because they are not presented often enough or prominently enough. This goal aims to embed those opportunities systematically in all academic and extra-curricular programs in order to touch every student. Through a rigorous liberal education, John Jay is committed to graduating students who are positioned for success, professionally and personally, and poised to make a positive difference in the world.

2. **Foster a Supportive Environment for Faculty**

“Our faculty members are exceptional teachers who encourage students to join them in pursuing transformative scholarship and creative activities. Through their research our faculty advances knowledge and informs professional practices that build and sustain just societies.” Mission Statement
In the past decade, the college has prioritized the hiring of faculty, increasing the professoriate from 319 to 402. These new faculty were selected for their promise to advance the college and to realize the aspirations of John Jay @ 50 as an all-baccalaureate institution, dedicated to student success, effective pedagogy, and excellence in research, scholarship, and creative work. Newly hired faculty joined veteran faculty in activities intended to achieve the goals of the Critical Choices agenda and the Master Plan: development of new curriculum; extensive revision of existing curriculum, including a revised general education; honors education; online education; advisement in the majors; undergraduate research and other extra-curricular mentorship of students in experiential learning; and increased grant activity, scholarly productivity, and global engagement. Faculty also assume leadership and service roles that facilitate the forward momentum of change at the college.

As our faculty aspire to national and international prominence in their endeavors, the College has an obligation to increase the resources available for faculty development, support, and recognition. As we look toward the next five years and beyond, it is clear that our success and the achievement of the institutional objectives of John Jay 2020 will depend on the dedication of our faculty to our shared goals. Accordingly, we must make a substantial and sustained investment in the faculty so that they are successful in advancing their careers, teaching and mentoring our students, and pursuing scholarship and creative activities that have the potential to transform the world.

3. **Promote Student Access Through Scholarships**

“We foster an inclusive and diverse community drawn from our city, our country, and the world.”

Mission Statement

An important tool in building the student mix we seek is scholarship aid. The College distributes nearly $1 million in scholarships and fellowships at the present time, but most of it goes to continuing students. Our ability to offer merit scholarships will be key to attracting freshmen, transfers, and graduate students with the academic backgrounds to match our increasing expectations for credit accumulation and timely graduation, intellectual engagement, independent and faculty-guided research, and experiential learning both on and off-campus. At the same time, maintaining a diverse student body is of paramount importance.
4. **Extend the Reach of the John Jay Education Through John Jay Online**

“Our professional programs introduce students to foundational and newly emerging fields and prepare them for advancement within their chosen professions.” Mission Statement

In the course of a generation, online learning has opened a universe of knowledge to learners across the globe, revolutionizing educational access and profoundly altering how teaching and learning take place. By the end of the decade, half of all college instruction in the world will be delivered online. Today’s college students—predominately a mix of traditional age students, young adults and working professionals---were born into the digital age. They thrive on technologically-assisted learning and benefit from the flexibility and intellectual excitement that web-based instruction and digital learning environments can provide. Because they came of age during the technological revolution, when the nature of work and the concept of a career were also transformed, they need to become true life-long learners, adept at using the tools and opportunities of the internet for learning, credentialing and continuing education over the full course of their professional lives.

John Jay College currently offers about 2% of instruction online, a level well below what our students want and need to succeed. To catch-up with the digital age, provide our current students with the learning opportunities they seek, and expand access in the global age—a principle that undergirds our justice-focused mission—we need to advance our work in online programming. By accelerating the pace of our effort and aligning it with our mission, we can educate our students and transport our college into the future of teaching and learning. We can bring the world’s rich diversity into the classroom and provide our students with the educational experiences they need to launch and further their careers in our global world.
5. **Enhance John Jay’s Identity as an Hispanic-Serving Institution**

“We are dedicated to educating traditionally underrepresented groups and committed to increasing diversity in the workforce.” Mission Statement

Hispanics comprise 42% of the student population at John Jay College, giving it the largest Hispanic student population of any four-year college in the Northeast. As a federally designated Hispanic-Serving Institution, John Jay is eligible for federal funding, and the College will continue to take advantage of that revenue stream, but more importantly the College will build its identity as a Hispanic-Serving Institution through its comprehensive support of access and success for Latino students and thereby strengthen its commitment to diversity for the benefit of all students.

6. **Develop Health-Related Academic Programs and Comprehensive Pre-Health Advisement**

“The College’s liberal arts curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors.” Mission Statement

John Jay will leverage its faculty and facilities in the natural sciences to develop health-related programs of study and to build a comprehensive pre-health advisement program, goals which can powerfully support the broader goal (Number 1 above) of life-long success for students. Pre-professional study in healthcare, public health, and related fields is attractive to many of the most academically talented students entering college today, and career prospects are strong for the foreseeable future. A credible, visible initiative in healthcare would open new opportunities to recruit students who would otherwise not consider John Jay, and it would encourage strategic partnerships with organizations and agencies across the city and region. Moreover, as an Hispanic-Serving Institution, John Jay’s development of professionals in the healthcare and public health areas would honor our Mission Statement’s commitment to “increasing diversity in the workforce.”
An “education for justice” aligns naturally with a consideration of healthcare issues, given the fact of often scarce and always costly public resources distributed inequitably across the population. In 2010 the Agency for Healthcare Research and Quality (part of Health and Human Services) carefully documented the healthcare disparities in America through its “National Healthcare Disparities Report” with respect to certain services, race, income, and other populations (rural/urban). In global terms the disparities are larger, and as John Jay redefines and extends its international reach, the opportunities to include health and healthcare within our justice mission are more obvious than ever. Even criminal justice harbors important healthcare issues, from health in prison populations to the causes of crime rooted in mental and physical health. There are as well many regulatory and compliance health issues subject to judicial review, especially in environmental health and policy. Healthcare and justice are inseparable.

7. Global Citizenship for John Jay and for our Students

“Through their studies our students prepare for...global citizenship...” Mission Statement.

The College is deeply engaged in activities around the world, and on campus the world at large is our focus in many ways. We annually host scholars from other countries, and our foreign students number about 180. The College has 27 active international agreements with partner academic institutions. Our biennial international conferences typically host over 200 participants from more than 30 countries. Every academic department has at least one faculty member engaged in international scholarly work. Our student body comes from families where more than 100 languages are spoken. We have experienced enormous growth in our global connections, but we have often taken opportunities where they appeared instead of selectively harnessing global engagement to our mission.

Thus we are remaking John Jay as a global institution, and fortunately we have a roadmap to do so in the report from the Ad Hoc Committee on International Programs that lays out a number of far-reaching recommendations, the first of which is to develop a vision for global education at John Jay. Beyond the vision the College will develop infrastructure for planning and for student support.
Examples of Possible Objectives and Strategies for “John Jay 2020”

Under the leadership of the Vice-Presidents, academic and administrative departments across the campus will identify activities and strategies to further the goals of “John Jay 2020.” What follows are possibilities that surfaced in discussions around the strategic plan proposal, but further consultation, unanticipated opportunities, and fresh ideas will shape the particular mix of initiatives undertaken to realize the plan.

1. **Provide Every Student with the Foundations for Life-Long Success**

   Objectives for Life-Long Success:
   - Increase post-graduate satisfaction and success as evidenced by two-year alumni surveys and other measures.
   - Increase the number of graduates who attend graduate and professional schools
   - Ensure that all students have systematic exposure to the knowledge and skills incorporated into AAC&U’s LEAP Employer-Educator Compact¹.
   - Quadruple the rate of formal participation in faculty-sponsored student research.

   Examples of possible strategies to achieve Objectives and Goal:
   - Provide the robust faculty development programs needed to fully support these student learning endeavors and increase support for the Center for the Advancement of Teaching.
   - Engage students in exploration of career options early in the freshman year.
   - Infuse quantitative literacy across the curriculum.
   - Expand internship programs through new partnerships with public and private-sector organizations.
   - Establish an office of Graduate School Preparation that will engage students from the beginning of their careers at John Jay.
   - Make problem-solving, teamwork, and other forms of active learning an important part of pedagogy across the College.
   - Incorporate service learning opportunities into the college experience of every John Jay student.
   - Establish an Office of Applied Research for all Master’s Degree Students (OARMDS).
   - Create research-intensive courses for undergraduates and appropriate faculty development to support them.
   - Ensure that all students who graduate from John Jay have had at least one writing-intensive course by making all 300-level Justice Core courses WI. Support the development of Writing Intensive courses across all disciplines and provide appropriate faculty development to support them.

• Tap “communities of practice” systematically for information and advice on entering fields of interest to John Jay students. Make results of those conversations easily available to current and prospective students on the College website.
• Expand Career Services for all master’s degree and certificate students and develop a comprehensive career development co-curricular program for all master’s students.
• Develop an institutional policy for making evening hours available for student support services.

2. Foster a Supportive Environment for Faculty

Objectives for Fostering a Supportive Environment for Faculty:
• Create a $2 million endowment to generate funds that enable faculty to focus their time on being highly productive in their core academic activities (research, scholarship and creativity, teaching, and public engagement).
• Provide annual funding for the Center for the Advancement of Teaching to support a program of adjunct development for 30 faculty, including stipends for participants.
• Develop future leaders from among the faculty through a Faculty Fellows program in which faculty on full release will serve as associates of an administrative officer (e.g. Dean of Undergraduate Studies) for a three-year period.

Examples of possible strategies to achieve Objectives and Goal:
• Maintain and selectively strengthen, in cost-effective ways, the core infrastructure that supports faculty, including the library, research space, departmental staffing, and administrative services.
• Create a naming opportunity for the Center for the Advancement of Teaching and name the faculty fellows who receive awards from the endowment after the benefactor.
• Develop student recruitment materials around faculty research.
• Increase visibility of faculty research in all disciplines to external audiences.
• Offer incentives to departments that engage their faculty in mentoring students in research and reward the faculty who provide mentorship.

3. Promote Student Access Through Scholarships

Objectives for Promoting Student Access through Scholarships:
• Working primarily through the John Jay College Foundation, the College will create a significant endowment fund for scholarships by 2020.
• Not only will the College increase its aid considerably for new students, but scholarships will be deployed more strategically to achieve enrollment targets for various populations.
• Alumni donor participation rate will be 10%.

4. Extend the Reach of the John Jay Education Through John Jay Online

Objectives for Extending the Reach of the John Jay Education:
Offer all market-viable current masters programs online.

Put all new masters programs online.

Establish an array of professional studies online programs in mission-critical areas

Develop outstanding marketing, recruitment, and student support service capacity for John Jay Online.

Establish an online General Education program and one undergraduate signature program.

Establish online degree completion programs in key undergraduate and graduate programs.

5. Enhance John Jay’s Identity as an Hispanic-Serving Institution

Objectives for Enhancing John Jay’s Identity as a Hispanic-Serving Institution:

- Expand the reach of student success programs, such as the Adelante! First Year Seminar, to a greater number of Latino students.
- Provide Spanish-language versions (print, oral, electronic) of recruitment, financial aid, and orientation events and materials for prospective students and their families. Translate key content of the website into Spanish.
- Recognizing the importance of family buy-in for Latino student success, conduct Latina/o Family Orientation Sessions for the families of newly admitted students and generate an ongoing communications channel for those families.
- Develop the capacity for bilingual and bicultural student support services.
- Increase the number of Latino faculty and staff.

Examples of possible strategies to achieve Objectives and Goal:

- Expand the college’s course offerings in Latina/o studies across the curriculum.
- Increase support for programs that raise awareness of the College in Latino communities.
- Develop and promote Hispanic-based campus programming and events, under the aegis of a funded Hispanic/Latino Cultural Center, which would introduce the College community to important intellectual, cultural and artistic work created and produced in U.S. Latino and Latin American communities.
- Make explicit reference to John Jay’s Hispanic-Serving Institution status in appropriate parts of the College communications plan.
- Create academic success targets for Latino students related to credit accumulation, retention, advising, gateway course completion, and graduation.
- Institutional Research will define, track, and report on metrics for Latino student success, benchmarked against appropriate internal and external standards.
6. **Develop Health-Related Academic Programs and Comprehensive Pre-Health Advisement**

Objectives for Health-Related Academic Programs and Pre-Health Advisement:

- John Jay will prepare competitive applicants for health-related professional schools—including public health—through comprehensive individual support and advisement starting with recruitment in high schools and continuing to graduation.
- Based on a reputation for student support and success, John Jay will be able to recruit significant numbers of students committed to careers in the health and health-related professions.
- Develop and staff a public health undergraduate degree and collaborate with the CUNY School of Public Health (SPH) on a Master of Public Health in Criminal Justice.
- Create a comprehensive pre-health website to inform current and prospective students.
- Institutionalize PRISM (Program for Research Initiatives for Science Majors) and expand its reach.
- Develop an extensive network of clinical opportunities for students at healthcare organizations and agencies, both domestically and abroad.

Examples of possible strategies to achieve Objectives and Goal:

- Create a “pre-med institute” along the lines of the “Pre-Law Institute.”
- Pre-Health advisors will serve as liaisons with health professional programs.
- Pre-Health advisors will belong to and participate in relevant national pre-health organizations.
- Assemble a library of MCAT-related and other reference materials.
- Create program to develop in students the soft skills needed for application to health programs.
- Become an active participant in CUNY SPH Consortium.

7. **Global Citizenship for John Jay and for our Students**

Objectives for Global Citizenship:

- John Jay will more systematically participate in the global justice sphere, with research, training, internships, service learning, institutional partnerships, and study opportunities around the world for students and faculty.
- At home, explicit learning outcomes will ensure that the curriculum will reflect the global framework for knowledge, especially in our program of General Education.
- The College will develop a comprehensive infrastructure to serve our foreign students as well as to support our native students seeking study opportunities abroad.
- John Jay, currently number seven, will rank among the top two or three CUNY schools in terms of student participation in international education programs.
- Financial support will be available to students and faculty to take advantage of the global opportunities on offer.

Examples of possible strategies to achieve the Objectives and Goal:
• The International Advisory Board will develop broad recommendations for policy in
global engagement and consult with the Senior International Officer to ensure coherent
programs and practices in line with the College Mission and strategic priorities.
• The importance of thinking and acting transnationally will be effectively communicated
to students and faculty both through formal communication but also through extra-
curricular activities such as speakers, films, art exhibits, and other activities.
RESOLUTIONS

John Jay College Council

WHEREAS, in accordance with article II section 1 of the Charter of Governance, the interdisciplinary studies program has been treated as a department for certain purposes; and

WHEREAS, in accordance with article II section 1 of the Charter of Governance, a process of consultation was established to consider a proposal to create a Department of Interdisciplinary Studies; and

WHEREAS, the creation of the Department will accomplish the following: consolidate willing interdisciplinary programs and projects that are not currently housed in existing departments; provide a home for various willing interdisciplinary programs and initiatives as well as their faculty members; enable the creation of new programs of interdisciplinary study; facilitate interdisciplinary scholarship and interdisciplinary teaching; and

WHEREAS, the seven faculty members who are sponsoring the proposal wish to leave their current departments and constitute themselves as the Department of Interdisciplinary Studies; and

WHEREAS, the creation of the Department of Interdisciplinary Studies will effectively subsume the interdisciplinary studies program, thereby rendering obsolete the interdisciplinary studies program as set forth in article II, section 1 of the charter; and

WHEREAS, in accordance with the process of consultation, the February 1, 2005 proposal to create a Department of Interdisciplinary Studies has been considered by the Faculty Senate, the Council of Chairs, the Student Council and the Council of Higher Education Officers;

IT IS HEREBY RESOLVED, the proposal to create a Department of Interdisciplinary studies is hereby approved; and further

RESOLVED, the Department will have all the rights, obligations, and privileges of academic departments at the College; and further

RESOLVED, the interdisciplinary studies program is, simultaneous with the creation of Department, subsumed within the Interdisciplinary Studies Department upon the approval of the Department by the Chancellor and the CUNY Board of Trustees; and further

RESOLVED, the President is hereby authorized to forward to the Chancellor and the CUNY Board of Trustees the resolution to create the Department of Interdisciplinary Studies, the approval by the College Council, and his recommendation to approve the creation of the Department.
Proposal to Create a Department of Interdisciplinary Studies (DIS)

March 16, 2015

We the undersigned propose to create a Department of Interdisciplinary Studies (DIS) to serve the College by housing under one administrative roof many of the interdisciplinary programs and projects that currently “float” among existing departments but have no permanent home. The DIS will offer our students stability and ease of access to some of our most exciting majors, minors, and opportunities. For scholars who work in a wide range of interdisciplinary fields, it will offer opportunities for synergy and collaboration. For teachers hoping to explore non-traditional pedagogies in the classroom, it will create a supportive environment. Finally, the DIS will foster a coalition of like-minded scholars and teachers who will take responsibility for mentoring and for personnel actions in the department where those faculty members teach and serve. Among the entities to be incorporated into the DIS at the inception of the new department are the John Jay CUNY Baccalaureate program coordinator, Gender Studies, the Interdisciplinary Studies Program, the Vera Institute of Justice Fellowship, and Prior Learning Assessment. Other programs may choose to move into the new department once it is established.

The DIS will not impact the College budget. It will subsume the resources (offices, chairperson, secretary, small OTPS and travel budgets) that are now assigned to ISP and the other programs that choose to come on board. No additional expenses will be incurred.

Rationale

The field of Interdisciplinary Studies recognizes that we live in a complex world, and that the intricate and perplexing challenges of contemporary life demand the kind of
wide-ranging and comprehensive approach that is best served by the insights of disciplinary and interdisciplinary analyses. Technological innovation, war, epidemics, sexual violence, mass incarceration, hunger, poverty, juvenile justice, financial crises, and new developments in media and the arts, for example, all have cultural, historical, political, psychological, social, and economic dimensions. And our ideas about them are shaped by the ways they are represented in media, film, literature, theater, and art. Interdisciplinary Studies is the practice of drawing on and integrating bodies of knowledge, theoretical perspectives, and critical methods from multiple disciplines to understand and address real-world issues and problems. As the sciences, social sciences, and humanities grow ever more complex and interrelated, interdisciplinarity has become essential to our ability to navigate the contemporary world. Academics, criminal justice practitioners, business and government leaders, and heads of nonprofits and NGOs recognize the need to solve problems from multiple perspectives using the diverse tools of analysis, synthesis, and communication that permeate our lives.

On the occasion of John Jay College’s 50th Anniversary Convocation, Justice Sonia Sotomayor spoke eloquently about the interdisciplinary imperative when she told our students that “no one field is enough” to comprehend and solve “the problems of the modern world. You need [instead] to approach problems from multiple disciplines.” Herb Sturz, founder of the Vera Institute of Justice (and the recipient of an honorary degree from John Jay in 2006), credits his own interdisciplinary education at the University of Wisconsin, Madison, with shaping the way he thinks about the world. “It carries forward in the way I think, the way I connect ideas,” he told biographer Sam Roberts in 2009. “You looked at literature and economics or history through an integrated lens. It helped me realize how ideas and fields relate to one another, how means lead to ends, how, in order to get from A to B, you had to go to A second and A third – aware in the process that things change.”¹ The 21st century demands interdisciplinary thinking and the collaboration that makes it possible.

In fact, interdisciplinarity has a long and proud history on our campus. The Interdisciplinary Studies Program (ISP), founded with a $500,000 grant from the National Endowment for the Humanities in 1972 as the Thematic Studies Program, has offered innovative general education curriculum for over forty years.\(^2\) Eleven out of 26 majors and seven out of ten minors include “significant interdisciplinary course offerings.”\(^3\) All of this activity belongs to a unique intellectual enterprise that seeks to capture the complexity of how the world works, deepen scholarly understanding, solve problems, and generate new knowledge about the human experience. Given the richness of interdisciplinary inquiry at John Jay and beyond, the College needs a department dedicated to the study of emerging interdisciplinary modalities.

The need for a Department of Interdisciplinary Studies is identified in Interim Dean Allison Pease’s 2014 report, “Supporting Undergraduate Interdisciplinary Programs at John Jay.” According to the report, “interdisciplinary majors, minors, and certificates comprise about one-third of all academic programs at John Jay College and each has its own unique governance and support structure.” John Jay now offers interdisciplinary majors and minors in gender studies, ethnic studies, humanities and justice studies, international criminal justice, and sustainability and environmental justice. Indeed, the premier majors at the college, the Criminal Justice BA and BS, are both intrinsically interdisciplinary, combining the insights of sociology, political science, law, corrections, police studies and more. Our new general education program is less dependent on strict disciplinary boundaries. The report recognizes that because the College’s interdisciplinary programs are “without departmental support but reliant on multiple departments,” they are “vulnerable and in need of articulated support by the college.” Those vulnerabilities, according to the report, derive from the way the college allocates resources; makes governance, curriculum, and faculty personnel decisions; schedules and publicizes programs and courses; and makes information available to students – all of which are organized and controlled by departments. These factors clearly disadvantage free-floating interdisciplinary programs.

\(^2\) ISP received a second NEH Grant, for $75,000 in 2013.
\(^3\) “Supporting Undergraduate Interdisciplinary Programs at John Jay College of Criminal Justice,” a Report of the Working Group on Interdisciplinary Programs, Interim Dean Allison Pease, April 2014 (p 2).
One way to solve these structural inequalities, according to the report, would be the formation of a Department of Interdisciplinary Studies that “might become a ‘hub’ of interdisciplinary work at the college and serve as a home to professors” hired to teach in interdisciplinary programs. “The Chair of the IS department could then function as the representative of interdisciplinary programs at the Faculty Personnel Committee, and work closely with the program coordinator to develop annual evaluations of such faculty. Equally, team-taught courses for some interdisciplinary programs could be housed in an IS department.” The department could also serve as a lab for faculty interested in experimenting with non-traditional teaching methods.

**Responsibilities, Roles, and Membership**

Despite the rise of interdisciplinarity across the national academic landscape, there is currently no Department of Interdisciplinary Studies at CUNY. By creating CUNY’s first Department of Interdisciplinary Studies, with a permanent core faculty, John Jay will lead the university in the development and administration of interdisciplinary studies and cement our place as the home and heart of interdisciplinarity within the CUNY system. A Department of Interdisciplinary Studies (DIS) will help foster, nurture and sustain interdisciplinarity across the college through its teaching, scholarship, and public discourse. While the existing Interdisciplinary Studies Program has managed without departmental status for more than four decades—“borrowing” faculty from existing departments—increases in the size, prominence, and proliferation of new majors at John Jay now make it almost impossible for other departments to share faculty members on anything but a very short-term basis.

The founding faculty of the new DIS, seven professors from across the humanities and social sciences, include Distinguished Professor Gerald Markowitz (History and Public Health); Associate Professor Amy S Green (Theater and Communication); Associate Professor Richard Haw (English and American Studies); Assistant Professor Susannah Crowder (History), Professor Michael Blitz (English, Literature and Interdisciplinary Studies), Professor Dennis Sherman (History), and Associate Professor

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4 ibid. p 5.
Katie Gentile (Counseling and Gender Studies). (We are currently searching to fill the social science line held by the late Professor Abby Stein.) Six of the seven members have been teaching and serving full-time in ISP “on loan” from their home departments for years, in some cases decades. Relocating their lines to the new department will have no practical effect on the home departments.

The DIS will:

- maintain the Interdisciplinary Studies Program;
- continue to provide opportunities for faculty from across the campus to participate in collaborative interdisciplinary teaching (more than 100 full-time faculty have taught in ISP);
- offer the option of permanent residence to other interdisciplinary programs that currently float among host departments but seek the intellectual comradery, administrative stability, and visibility of a home base (Gender Studies, the CUNY BA chapter, and our emerging degree-completion program for adult learners are already committed to joining the DIS);
- provide more secure and clearly defined paths to tenure and promotion for faculty who are hired to teach primarily in interdisciplinary programs;\(^5\)
- develop new programs of interdisciplinary study;
- serve as a hub for inter- and intra-departmental faculty development and research collaboration.

\(^5\) Although CUNY does not allow lines to be split between departments, the college is hiring more professors to build the faculty of interdisciplinary majors. Housing professors in one department when their teaching and service are dedicated to a non-departmental interdisciplinary program presents significant challenges. CUNY bylaws empower only department chairs to schedule teaching assignments and conduct and report annual evaluations; directors of interdisciplinary programs have neither free reign to schedule faculty hired especially to teach in their programs nor an official role in evaluation and personnel matters for those professors. Faculty who are hired to teach in interdisciplinary programs are subject to evaluation by departments for whom they do little to no teaching or service. This is a dangerous setup for such faculty and could impede the college’s attempts to hire and keep top scholars in these areas. Likewise, interdisciplinary program directors do not control the teaching assignments of faculty dedicated to their programs. This has led to situations where interdisciplinary faculty members become unavailable to teach in to programs for which they were hired.
This move will require no additional budgetary allocations and very little change to the college’s governance structure because ISP is already represented on the College’s major governance bodies (Faculty Senate, College Council, Undergraduate Curriculum and Standards Committee, Council of Chairs, Faculty Personnel Committee, College Budget Committee, and the Provost’s Advisory Council).

Conclusion

The Department of Interdisciplinary Studies will equalize the status and treatment of the College’s interdisciplinary programs and the faculty who teach and do research in them; provide stability to “rotating” programs that lack access to resources and representation in College governance; create synergy and collaboration among students and faculty with interdisciplinary inclinations; facilitate access and information to students who seek out or might be interested in interdisciplinary programs; and establish John Jay College as the flagship campus for interdisciplinarity within CUNY. The DIS will accomplish these benefits at virtually no extra cost to the College. The new department requires zero additional budgetary or administrative resources. The overwhelming majority of the faculty members who will form the new department have been separated *de facto* from their home departments for many years. Interdisciplinary programs and the faculty and students they serve will be better represented and their needs will be advocated more effectively by banding together under a single and equal entity.

The time has come to recognize the significance of interdisciplinarity to the John Jay curriculum and campus culture by establishing a Department of Interdisciplinary Studies. We ask for your support and look forward to rolling up our sleeves to make it happen.

Professor Michael Blitz
Assistant Professor Susannah Crowder
Associate Professor Katie Gentile
Associate Professor Amy S Green
Associate Professor Richard Haw
Distinguished Professor Gerald Markowitz

Professor Dennis Sherman