

**5** FIFTIETH  
ANNIVERSARY  
**JOHN**  
**JAY** COLLEGE  
OF  
CRIMINAL  
JUSTICE

**COLLEGE COUNCIL**  
**AGENDA**  
**& ATTACHMENTS**  
**MAY 11, 2015**

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

May 11, 2015  
 1:40 p.m. – 2:40 p.m.  
 9.64NB

- I. Adoption of the Agenda
- II. Minutes of the April 21, 2015 College Council (attachment A), **Pg. 3**
- III. Proposals from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B7) – Associate Provost and Dean of Undergraduate Studies, Scott Stoddart

New Courses

- B1. LIT 1XX (130) King Arthur: Culture, Society and Tradition (I&S), **Pg. 7**
- B2. PSC 2XX (250) Research Methods in Policing, **Pg. 22**
- B3. SCI 2XX (210) Toxins or Not (SciWld), **Pg. 36**

Course Revisions

- B4. CHE 361 Inorganic Chemistry, **Pg. 50**
- B5. SOC 415 Senior Seminar in Sociology, **Pg. 52**

Program Revision

- B6. Proposal to Revise the Minor in Philosophy, **Pg. 54**
- B7. Proposal to Revise the Sociology Minor, **Pg. 57**

- IV. Proposal from the Committee on Graduate Studies (attachments C1- C2) – Associate Provost and Dean of Graduate Studies, Anne Lopes

Course Revisions

- C1. FCM 710 Architecture and Vulnerabilities of Operating Systems, **Pg. 61**
- C2. FCM 791 Forensic Computing Research Practicum, **Pg. 63**

- V. Approval of the 2014-2015 Graduates (attachment D) – Director of Enrollment Management Services, Naomi Nwosu

D. [http://doitapps.jjay.cuny.edu/misc/graduation/grad\\_list.php](http://doitapps.jjay.cuny.edu/misc/graduation/grad_list.php), **Pg. 65**

- 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. 66**

**VII. Proposed College Council Calendar for 2015-2016 (attachment F), Pg. 78**

**VIII. New Business**

**IX. Administrative Announcements – President Jeremy Travis**

**X. Announcements from the Faculty Senate – President Karen Kaplowitz**

**XI. Announcements from the Student Council – President Shereef Hassan**

# JOHN JAY COLLEGE OF CRIMINAL JUSTICE

## The City University of New York

### MINUTES OF THE COLLEGE COUNCIL

Tuesday, April 21, 2015

The College Council held its seventh meeting of the 2014-2015 academic year on Tuesday, April 21, 2015. The meeting was called to order at 1:50 p.m. and the following members were present: Barna Akkas, Schevaletta Alford, Adam Berlin, Jane P. Bowers, James Cauthen, Katarzyna Celinska, Lynette Cook-Francis, Sylvia Dapia, Sandrine Dikambi, Artem Domashevskiy, Janice Dunham, Jennifer Dysart, Margaret Escher, Diana Falkenbach, John Gutierrez, Maki Haberfeld, Shereef Hassan, Hunter Johnson, Karen Kaplowitz, Maria Kiriakova, Louis Kontos, Tom Kucharski, Carmen Kynard, Taisha Lazare, Anne Lopes, Vincent Maiorino, Kevin Nesbitt, Tiffany Onorato, Jay Pastrana, Robert Pignatello, Muhammad Rehman, Dainius Remeza, Kyle Roberts, Raul Romero, Raul Rubio, Michael Scaduto, Dennis Sherman, Scott Stoddart, Charles Stone, Staci Strobl, Jeremy Travis, Robert Troy, Arturo Urena, Janet Winter and Daniel Yaverbaum.

Absent were: Grace Theresa Agalo-os, Warren Benton, Claudia Calirman, Anthony Carpi, Marsha Clowers, Angelique Corthals, Kaniz Fatima, Robert Furst, Katie Gentile, Alma Huskic, Norris James, Faika Kabir, Tiffani Kennedy, Kyoo Lee, Xerxes Malki, Edward Paulino, Giovanni Perna, Frank Pezzella, Nicole Ponzo, Rosann Santos-Elliott, Ian Seda, Jon Shane, David Shapiro, Francis Sheehan, Robert Till and Kristal Wilkins.

#### I. Adoption of the Agenda

A motion was made to amend the agenda as follows:

- Provost Bowers moved to have item VI “Proposal from the Ad Hoc Committee for the Strategic Plan” withdrawn from this agenda and placed on the May agenda.
- Sandrine Dikambi, President of the HEO Council, moved to add a College Council membership change to the agenda.

The motion was seconded and approved unanimously.

#### II. Minutes of the March 11, 2015 College Council

A motion was made to adopt the minutes as presented. The motion was seconded and approved unanimously.

#### III. College Council Membership

Sandrine Dikambi, President of the HEO Council, moved to have Kevin Nesbitt fill the vacancy as the HEO Council alternate on the College Council. The motion was seconded and approved unanimously.

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

A motion was made to adopt the new courses marked B1-B11 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked B1-B11:

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

The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked B12-B19 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked B12-B19:

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

The motion was seconded and approved unanimously.

A motion was made to adopt the new program marked “B20. Proposal for a New BS with a Major in Toxicology.” The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked “B21. Proposal to Revise the BS in Police Studies.” The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked “B22. Proposal to Revise the BA in Culture & Deviance Studies.” The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked “B23. Proposal to Revise the BS in Criminal Justice Management.” The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked “B24. Proposal to Revise the BS in Public Administration.” The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked “B25. Proposal to Revise the BA in International Criminal Justice.” The motion was seconded and approved unanimously.

A motion was made to adopt the program revision marked “B26. Proposal to Revise the History Minor.” The motion was seconded and approved unanimously.

A motion was made to adopt the general education program marked “B27. Proposal to Add a 200-level Overlay Requirement to New Gen Ed.” The motion was seconded and approved unanimously.

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

A motion was made to adopt the course revisions marked C1-C4 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked C1-C4:

C1.	CRJ 717	Readings in Research
C2.	CRJ 791	Criminal Justice Thesis Prospectus
C3.	CRJ 793	Comprehensive Review
C4.	FOS 795	Thesis Prospectus 1, FOS 796 Thesis Prospectus 2, FOS 797 Thesis Prospectus 3

The motion was seconded and approved unanimously with the following revision on Item C4:

The course revisions marked “C4. FOS 795 Thesis Prospectus 1, FOS 796 Thesis Prospectus 2, FOS 797 Thesis Prospectus 3” will remove the listed semesters in the description of each course.

A motion was made to adopt the academic standard marked “C5. Proposed changed to admission requirements for the Master of Science in Forensic Science.” The motion was seconded and passed.

In Favor: 43

Oppose: 0

Abstentions: 1

A motion was made to adopt the program revision marked “C6. MS in Digital Forensics and Cybersecurity (addition of course to electives list).” The motion was seconded and approved unanimously.

**VI. New Business**

A motion was made by Professor Richard Haw to adopt the new business item “F. Proposal from the Interdisciplinary Program.” The motion was seconded and passed.

In Favor: 35

Oppose: 3

Abstentions: 6

A motion was made by Vice President Lynette Cook-Francis on behalf of the Committee on Honors, Prizes, and Awards to approve the recipients of the Graduation Awards:

- Leonard E. Reisman Medal: Benedicta Darteh
- Scholarship & Service Award: Ossama Ayesh
- Howard Mann Humanitarian Award: Jose Castro
- Graduate Student Service Award: Shamara Nicholas
- Graduate Achievement Award:
  - Shannon Landy
  - Taisha Guy
- Undergraduate Veteran Award: Kristian Allen
- Distinguished Service Awards:
  - Ofia Ali
  - Hashemul Khan
  - Delion Diaz
  - Sherlyn Wong
  - Ashley Sumasar

The motion was seconded and approved unanimously.

The meeting was adjourned at 2:45 p.m.

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

**New Course Proposal Form**

Date Submitted\_\_October 12, 2014

When completed, email the proposal form *in one file attachment* for UCASC consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu) .

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

b. **Name** and contact information of proposer(s): Jay Gates

Email address: jgates@jjay.cuny.edu

Phone number: (646) 557-4406

a. **Title of the course:** King Arthur: Culture, Society, and Tradition

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

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

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

Students can take this course at the same time as ENG 101 and so the course assumes no prior foundation for the study of literature at the college level. The course is aimed at moving students beyond high school-level summary and getting them to think critically about what texts do, how they do those things, why, and their effects on contemporary audiences. To this end, the course puts emphasis on the distinction between description and analysis and poses a number of critical themes for students to focus on in their reading. Moreover, these themes are repeated throughout the course in order to give students the opportunity to revisit topics and through repetition become comfortable looking for and thinking about those themes analytically. Although there is a good deal of writing for the course, the assignments are overwhelmingly low stakes and are intended mostly to give students chances to practice. Thus this is an introductory-level course and is appropriate for the 100 level.

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

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

This course follows a practical approach to teaching students to transition from high school-level reading practices to college-level reading practices. It is an innovative approach to studying the relationship between individual and society because it takes King Arthur, an iconic figure that all students are familiar with to some extent, and gives them an opportunity to explore how different societies have treated the character. By giving



students the opportunity to explore different representations of Arthur by each of these societies, students can deal with issues of tradition and innovation, can learn to read for the concerns of texts that are expressed for societies not their own, and can then reflect on how the concerns of the Arthur story they know fits into the larger tradition and what their relationship to the tradition is. Moreover, this course can be adapted to suit the interests of various instructors. Examples of Arthurs not dealt with in the appended syllabus include Medieval examples such as the German and Norse Arthurs, Early Modern examples such as Edmund Spenser's Arthur, and modern examples such as those of Mark Twain and T.H. White, as well as a plethora of Arthurs that have appeared in children's literature.

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

Most people know the King Arthur story—the sword in the stone, the knights of the Round Table, Merlin the magician, Lancelot, Guinevere—or we think we know it. Different times have needed different Arthurs and have refashioned him to address the needs of the society. Did you know Arthur was a Roman general? Did you know that Merlin was the child of a nun and an incubus? How about that the Lancelot and Guinevere affair was made up and introduced for a very important female audience? In this course we will explore several different Arthurs, what they represent about the values of a society, the expectations they present for the individual living in it, and how to read stories within a larger tradition.

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

**ENG 101 is pre- or co-requisite**

5. Number of:

- a. Class hours    \_\_3\_\_  
 b. Lab hours        \_\_\_\_\_  
 c. Credits          \_\_3\_\_

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

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?

- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

- Identify and concepts and methods of literary study to exploring the relationship between individual and society.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.

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

No  Yes

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

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

No  Yes  If yes, please indicate the area:

**Flexible Core:**

A. World Cultures and Global Issues	
B. U.S Experience in Its Diversity	
C. Creative Expression	
D. Individual and Society	X
E. Scientific World	

10b. Please explain why this course should be part of the selected area.

This course takes an innovative approach to studying the relationship between individual and society because it takes King Arthur, an iconic figure that many students are familiar with to some extent, and gives them an opportunity to explore how different societies have treated the character. By giving students the opportunity to explore different representations of Arthur by each of these societies, students can deal with issues of tradition and innovation, can learn to read for the concerns of texts that are expressed for societies not their own, and can then reflect on how the concerns of the Arthur story they know fits into the larger tradition and what their relationship to the tradition is.

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

Every semester  Number of sections:  1   
 Fall semesters only  Number of sections:   
 Spring semesters only  Number of sections:

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

Periodic low-stakes writing assignments in response to course readings; analytical essays; exams

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

Yes  No

But a brief subject search of the CUNY+ catalogue for John Jay shows more than adequate sources for a course at this level.

If yes, please state the librarian's name Marta Bladek

Are there adequate resources in the library to support students' work in the course Yes

No

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

N/A

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: 12/10/15

15. **Faculty** - Who will be assigned to teach this course? Jay Gates, Toy Tung, Margaret Escher, Valerie Allen

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: English Department Curriculum Committee 12/10/15

English Department Chair, Valerie Allen, 12/15/15

**CUNY Common Core  
Course Submission Form**

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<b>College</b>	John Jay College of Criminal Justice
<b>Course Number</b>	LIT 1XX
<b>Course Title</b>	King Arthur: Culture, Society, and Tradition
<b>Department(s)</b>	English
<b>Discipline</b>	Literature
<b>Subject Area</b>	Literature
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites</b>	ENG 101 (pre- or co-requisite)
<b>Mode of Instruction</b>	Select only one:  x <input type="checkbox"/> In-person <input type="checkbox"/> Hybrid <input type="checkbox"/> Fully on-line
<b>Catalogue Description</b>	Most people know the King Arthur story—the sword in the stone, the knights of the Round Table, Merlin the magician, Lancelot, Guinevere—or we think we know it. Different times have needed different Arthurs and have refashioned him to address the needs of the society. Did you know Arthur was a Roman general? Did you know that Merlin was the child of a nun and an incubus? How about that the Lancelot and Guinevere affair was made up and introduced for a very important female audience? In this course we will explore several different Arthurs, what they represent about the values of a society, the expectations they present for the individual living in it, and how to read stories within a larger tradition.
<b>Syllabus</b>	Syllabus must be included with submission, 5 pages max

**Indicate the status of this course being nominated:**

current course     revision of current course    X  a new course being proposed

**CUNY COMMON CORE Location**

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

**Required**

- English Composition  
 Mathematical and Quantitative

**Flexible**

- World Cultures and Global Issues    x  Individual and Society  
 US Experience in its Diversity     Scientific World

Reasoning <input type="checkbox"/> Life and Physical Sciences	<input type="checkbox"/> Creative Expression
<b>Learning Outcomes</b> <b>In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.</b>	
<b>D. Individual and Society</b>  A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
<b>Students will analyze a range of narratives from within a common tradition. They will engage with perspectives of characters such as the king, knight, lady, authorities, and villains. This will allow them to think about the different perspectives individuals may have held within their society. Students will also have to think about how stories and traditions are modified to address social concerns in cultural, historical, or other contexts. For an example of a progression from description to analysis that does this, see the preparatory assignments for days 7 and 8 in the appended syllabus.</b>	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
<b>Students will describe the differences between texts within a common tradition and then examine how those divergences highlight what the text does, comment on earlier portions of the tradition, or modify the tradition going forward. They will also posit how such changes may indicate the social concerns that texts were addressing themselves to. For an example of a progression from description to analysis that does this, see the preparatory assignment for day 10 and the full paper assigned for day 11 in the appended syllabus.</b>	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
<b>Students will make textually based arguments and support them with critical literary analysis. For examples, see the paper assignments for days 11 and 28 in the appended syllabus.</b>	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
<b>Students will apply the methods of literary studies,</b>	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of</li> </ul>

**B1**

<p><b>cultural studies, and narrative theory to analysis of texts. They will use these approaches to understand how narrative addresses social concerns in context and how to examine texts for their social concerns.</b></p>	<p>a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</p>
<p><b>Students will engage with the place of the individual in society through the figure of Arthur and other related characters. Looking at the representations of Arthur in different roles and in different cultural and historical moments from a range of perspectives will require students to examine the effects of story and story-telling on the relationship of individual to society in periods of social change. Through consideration of related characters, students will engage with how individuals' perspectives are affected by their social roles. For an example of a progression from description to analysis that does this, see the preparatory assignments for days 2 and 4 in the appended syllabus.</b></p>	<ul style="list-style-type: none"> <li>• Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
<p><b>Students will engage with ethical claims made by narratives in how they represent Arthur and his court. Students will engage with ethical decisions made by characters and the foundational logic of those decisions. Students will, in turn, have to examine their own responses and assumptions to those representations. For an example of a progression from description to analysis that does this, see the preparatory assignments for days 20–24. For students' responses to their own ethical decisions in relation to a text and the Arthurian tradition, see the preparatory assignment for day 27 in the appended syllabus.</b></p>	<ul style="list-style-type: none"> <li>• Articulate and assess ethical views and their underlying premises.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>

## SAMPLE SYLLABUS

King Arthur: Culture, Society, and Tradition

Lit 1XX, Section 000

Classroom: XXX

Professor Jay Paul Gates

Office: NB 07.63.35

Phone: 646.557.4406

Email: [jgates@jjay.cuny.edu](mailto:jgates@jjay.cuny.edu)

Office Hours: W 12:00–1:00, or by appointment

Course Description

Most people know the King Arthur story—the sword in the stone, the knights of the Round Table, Merlin the magician, Lancelot, Guinevere—or we think we know it. Different times have needed different Arthurs and have refashioned him to address the needs of the society. Did you know Arthur was a Roman general? Did you know that Merlin was the child of a nun and an incubus? How about that the Lancelot and Guinevere affair was made up and introduced for a very important female audience? In this course we will explore several different Arthurs, what they represent about the values of a society, the expectations they present for the individual living in it, and how to read stories within a larger tradition.

Learning and Performance Objectives

For purposes of the general education category of Individual and Society, students will

- Evaluate evidence and arguments critically or analytically (assignments for days 4, 8, 11, 16, 19, 22, 24, 28).
- Produce well-reasoned written or oral arguments using evidence to support conclusions (assignments for days 4, 8, 11, 16, 19, 22, 24, 28).
- Identify and apply concepts and methods of literary study to exploring the relationship between individual and society (assignments for days 2, 3, 4, 5, 6, 7, 8, 10, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23).
- Examine how an individual's place in society affects experiences, values, or choices (assignments for days 4, 8, 11, 22, 24).
- Articulate and assess ethical views and their underlying premises (assignments for days 4, 8, 11, 22, 24, 28).

For purposes of this class, students will

- Distinguish between description and analysis as primary methods of reading (progression across all written assignments and class discussions).
- Apply description and analysis as primary methods of reading (progression across all written assignments and class discussions).
- Examine a text's place within a tradition (assignments for days 6, 10, 11, 14, 18, 19, 24, 27, 28).

Required Texts

- Norris J. Jacy and James J. Wilhelm, eds. *The Romance of Arthur: An Anthology of Medieval Texts in Translation*, 3<sup>rd</sup> edition (New York: Routledge) ISBN: 978-0415782890
- Lord Alfred Tennyson, *The Idylls of the King* (London: Penguin, 1989) ISBN: 978-0140422535

Grading

Participation 20%

Preparatory assignments	20%
Paper 1	20%
Paper 2	20%
Midterm exam	10%
Final Exam	10%

#### Attendance:

Because I value participation, I expect you to be present and punctual. Attendance is your responsibility and there is no such thing as an 'excused absence'. You may miss up to 4 classes without penalty beyond losing participation points.

#### Students with Disabilities

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L.66.00 NB (212-237-8041). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4<sup>th</sup> ed., City University of New York, p.3.

([http://www.jjay.cuny.edu/studentlife/Reasonable\\_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

#### Plagiarism:

Plagiarism and cheating are violations of CUNY's policy on academic integrity:

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified.

Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

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

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

([http://www1.cuny.edu/portal\\_ur/content/2004/policies/image/policy.pdf](http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf))

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44–5 of the JJC Undergraduate Bulletin for further explanation. See also *MLA Handbook*, 7<sup>th</sup> ed., 2.



## 1) Introduction: Text, Tradition, Interrogation

The Welsh Arthur

## 2) Arthurian Deeds

*Reading: Culhwch and Olwen* in RA, pp. 28–57

*Due:* Prep paper

Description: Character. Choose one character from the reading and, in no more than 2 pages, describe him or her. Describe the character's attributes including appearance, social status, concerns, goals, attitude (how does the character treat others?). Give concrete examples and quote from the text where it will help make clear your description.

## 3) Arthur in Latin

*Reading: Arthur* in Geoffrey of Monmouth in RA, pp. 58–87

*Due:* Prep paper

Description: Context. In no more than 2 pages, describe the context for the events of the reading. Where do the events take place geographically? When do the events narrated take place? Who is involved in events (individuals or whole peoples)? Is there a dominant culture? Are there peoples or cultures in conflict? Are there notable features to the context, e.g. is this a fictional world or a real and recognizable one? Give concrete examples and quote from the text where it will help make clear your description.

## 4) Arthur the Destroyer of Saxons

*Reading: Arthur* in Geoffrey of Monmouth in RA, pp. 58–87

*Due:* Prep paper

Analysis: Character motivation. Up to this point you have simply identified features of texts and described them. However, to move toward analysis—reading the text for meaning—we need to think about *why* things are happening, *why* characters do the things they do. Select one or two characters and, in no more than 2 pages, explain their motivation for a particular action or set of actions. Try not to read too much into the character's back-story. Instead, focus on the evidence the text provides and extrapolate from textual clues, e.g. what is the the cultural context, what conflicts does a character face, what does a character have to gain or lose from their actions? How do you know what has motivated the character to these actions? Give concrete examples and quote from the text. Then be sure to explain how the quotations act as evidence of the motivations you see.

The French Arthur

## 5) Arthur's origins

*Reading: Wace, Roman de Brut* (Merlin Episodes) in RA, pp. 88–99

*Due:* Prep paper

Description: Context. In no more than 2 pages, describe the context for the events of the reading. Where do the events take place geographically? When do the events narrated take place? Who is involved in events (individuals or whole peoples)? Is there a dominant culture? Are there peoples or cultures in conflict? Are there notable features to the context,

e.g. is this a fictional world or a real and recognizable one? Give concrete examples and quote from the text where it will help make clear your description.

#### 6) Arthur's Origins

*Reading:* Wace, *Roman de Brut* (The Birth and Rise of Arthur) in RA, pp. 88–99

*Due:* Prep paper

Description: Tradition and novelty. With this text, we can see a tradition developing around Arthurian narratives. On the one hand, tradition implies consistency and conservation. On the other, with the move to a new culture and a new language, the narratives focus on new things, emphasize different elements, concern themselves with different matters. In no more than 2 pages, describe what is new and what seems to be retained from the earlier stories you have read. Give concrete examples of both by quoting passages from the text.

#### 7) Arthur Acquires Chivalry

*Reading:* Marie de France, *Lanval* in RA, pp. 294–95 and 298–314

*Due:* Prep paper

Description: Social values. Moving from one culture and language to another also implies that new social values will be inserted into the Arthurian tradition. In no more than 2 pages, describe which social values you see in the text. These may include matters such as gender expectations on individuals, gender relations, social class, religion. Give concrete examples and quote from the text where it will help make clear your description.

#### 8) Enter Lancelot

*Reading:* Chrétien de Troyes, *Lancelot or The Knight of the Cart* in RA, pp. 112–45

*Due:* Prep paper

Analysis: Values and motivation. What were the benefits and costs of the values the text presented for the characters? What lesson should a contemporary audience take away from the narrative (contemporary means the audience that the narrative was written for, not a modern audience)? Give concrete examples and quote from the text. Then be sure to explain how the quotations act as evidence of the motivations you see.

#### 9) Questing for the Queen

*Reading:* Chrétien de Troyes, *Lancelot or The Knight of the Cart* in RA, pp. 145–80

#### 10) A Different Kind of Quest

*Reading:* *The Quest for the Holy Grail* in RA, pp. 207–14

*Due:* Prep paper

Description: Tradition and novelty. With this text, we can see a tradition developing around Arthurian narratives. On the one hand, tradition implies consistency and conservation. On the other, with the move to a new culture and a new language, the narratives focus on new things, emphasize different elements, concern themselves with different matters. In no more than 2 pages, describe what is new and what seems to be retained from the earlier stories you have read. How does the tradition seem to be shifting? Give concrete examples of both by quoting passages from the text.

## 11) The Collapse of the Court

*Reading:* Chrétien de Troyes, *Perceval*, or *The Story of the Grail* in RA, pp. 181–92

*Due:* Paper 1

Analytical Paper: As we have read a number of texts in a developing Arthurian tradition, we have seen the introduction of new social values and social concerns. Characters have responded to different motivations across the texts. Choose one main text and focus on no more than 2 characters. In 5 pages (~1,500 words) make an argument about how the characters respond to social/cultural motivations and whether their responses are fundamentally driven by adherence to the narrative Arthurian tradition or if the Arthurian tradition is being adapted to suit the concerns of the contemporary audience. Give concrete examples by quoting passages and explaining how those passages support your argument.

## 12) In-class midterm exam

English Arthur

## 13) Enter Gawain

*Reading:* *The Rise of Gawain, Nephew of Arthur* in RA, pp. 377–408

Description: Character. Choose one character from the reading and, in no more than 2 pages, describe him or her. Describe the character's attributes including appearance, social status, concerns, goals, attitude (how does the character treat others?). Give concrete examples and quote from the text where it will help make clear your description.

## 14) Heads Will Roll

*Reading:* *Sir Gawain and the Green Knight*, fitt 1 in RA

*Due:* Prep paper

Description: Character. Does this Gawain agree with the other Gawain we encountered in *The Rise of Gawain*? Identify attributes that they share in common and those that they do not. Give concrete examples and quote from the text where it will help make clear your description.

## 15) Bulls, Boars, and Wodewos

*Reading:* *Sir Gawain and the Green Knight*, fitts 2–3 in RA

*Due:* Prep paper

Description: Character and symbolism—reading for foreshadowing. Often, we can anticipate later events by recognizing character attributes and symbols that are supposed to be descriptive of a character's state. Describe the symbols that are attached to Gawain and make some guesses about the kinds of things that could happen in relation to them later in the text. Give concrete examples and quote from the text where it will help make clear your description.

## 16) The Green Chapel

*Reading:* *Sir Gawain and the Green Knight*, fitt 4 in RA

Analysis: Reliability of symbolism and ambiguity of interpretation. Having read the whole of the text now, how accurate were your guesses about how events would play out? Did you find that the symbolism surrounding Gawain was reliable? Explain how it was or was not. What effects did the symbolism early in the text have on your interpretation at the end? Give concrete examples, quote from the text, and explain how the quotations support your interpretation of the text.

17) Arthur the Giant Killer

*Reading: The Alliterative Morte Arthure* in RA, pp. 501–41

Description: Character anticipation—reading for foreshadowing. Describe elements that you think suggest how things might play out later in the narrative. Obvious examples of these might include prophecies or dreams. Less obvious examples may involve crimes that must be punished, characters’ statements about their intent, and various kinds of symbolism or metaphor. Although you do not need to identify all of the possible foreshadowing you may see, try to explain why you recognize at least one or two examples as foreshadowing and what you think they indicate.

18) Arthur’s Beginnings

*Reading: Sir Thomas Malory, Le Morte Darthur* (The Sword in the Stone) in RA, pp. 542–52

Description: Reading within/against traditions. With this text, we can again see a tradition developing around Arthurian narratives and the active use of and engagement with earlier texts. In no more than 2 pages, describe what is new and what seems to be retained from the earlier stories you have read. How does the tradition seem to be shifting? Does Malory’s Arthur agree more with that of the French material or the English material? Give concrete examples of both by quoting passages from the text.

19) Arthur’s End

*Reading: Sir Thomas Malory, Le Morte Darthur* (The Death of Arthur) in RA, pp. 542–52

Analysis: Which tradition should we read Malory as participating in? Why? How does that affect how we interpret Malory’s Arthur? In no more than 2 pages, discuss which tradition Malory relies on or borrows from more and what the effects of that are on interpreting the text. Give concrete examples by quoting the text and explain how they support your claims.

Victorian Arthur

20) A Victorian Obsession

*Reading: Tennyson, ‘Dedication’ and ‘The Coming of Arthur’, pp. 19–35*

Description: What does Tennyson tell us his goals are?

21) Love Interests

*Reading: Tennyson, ‘Merlin and Vivien’, pp. 142–68*

Description: Character. Choose one or two characters from the reading and, in no more than 2 pages, describe him or her. Describe the character’s attributes including appearance, social status, concerns, goals, attitude (how does the character

treat others?). Give concrete examples and quote from the text where it will help make clear your description. N.b. Tennyson pairs male and female characters.

22) What Would the Victorians Say?

*Reading:* Tennyson, ‘Lancelot and Elaine’, pp. 168–206

*Analysis:* Character pairs and individual character motivation. Since Tennyson pairs his male and female characters, it is reasonable to assume that their characteristics complement or contradict one another. Taking into account the characteristics of Lancelot and Elaine, discuss in no more than 2 pages how pairing them affects our interpretation of the circumstances of their narrative.

23) Redirected Efforts

*Reading:* Tennyson, ‘The Holy Grail’, pp. 206–30

*Description:* Tennyson’s values. Moving from one culture and language to another also implies that new social values will be inserted into the Arthurian tradition. In no more than 2 pages, describe which social values you see as new or particular to Tennyson in the text. These may include matters such as gender expectations on individuals, gender relations, social class, religion. Give concrete examples and quote from the text where it will help make clear your description.

24) The Queen Stands Alone

*Reading:* Tennyson, ‘Guinevere’ and ‘The Passing of Arthur’, pp. 269–300

*Analysis:* Is there a Victorian Arthur with Victorian values? What were the benefits and costs of the values the text presented for the characters? What lesson should a contemporary audience take away from the narrative (contemporary means the audience that the narrative was written for, not a modern audience)? Give concrete examples and quote from the text. Then be sure to explain how the quotations act as evidence of the motivations you see.

Modern Arthur

25) Screening: *King Arthur*

26) Screening: *King Arthur*

27) The ‘Archeology’ of Arthur

*Description:* Modern Arthur. What are the concerns of the Arthur of the film? Are his concerns reminiscent of our modern concerns in some way? Is he especially historical in some sense? Is he romanticized in some sense? In no more than 2 pages, describe the character and any characteristics that you think speak to modern concerns. Do you find yourself addressed in this text? What lessons do you take away from the text about your own role and ethical decisions in society? Be sure to quote the text in support of your claims.

28) Conclusions: The end of ‘The Once and Future King’?

Final Paper

**B1**

We have seen many different Arthurs in very different worlds. We have seen Arthur as general, as giant-killer, as host to the chivalric ideal, as degenerate. We have seen him defending against invaders and conquering abroad, existing in magical and natural worlds. Choose at least two of the types of Arthur that we have discussed over the course of the semester and, in 5 pages (~1,500 words), make an argument about how those particularly mark out the concerns of the societies that produced them. Consider how those two Arthurs speak to one another across the tradition and how we can better understand each by reading against the other. Try to avoid writing a compare/contrast essay and think, instead, about how the two are in dialogue.

Final exam TBA

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

## New Course Proposal Form

Date Submitted \_\_\_\_\_ 12/8/14

When completed, email the proposal form ***in one file attachment*** for UCASC consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

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

b. **Name** and contact information of proposer(s): John DeCarlo

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

Phone number(s): 212-393-6375

2. a. **Title of the course:** Research Methods in Policing

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

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 LPS department is revising its bachelor of science in police studies. One of the goals of the revision is to create a sequence of core courses that provides students with the necessary skills and knowledge essential for success in policing. Students are exposed to the basics of the policing and the American criminal justice in their freshman year and then to this essential skills course—PSC 2XX (250)—in their sophomore year. The current course is designed to synthesize the knowledge acquired from these courses to (a) ensure a comprehensive base of relevant criminal justice and policing knowledge; (b) read and interpret empirical peer-reviewed articles; and (c) prepare students for their 300-level and capstone senior seminar in the major (PSC4xx).

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.)

**B2**

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 of these police strategies have come from across a wide spectrum of stakeholders, including police leaders, police scholars, federal funding agencies, and political bodies. The popularity of these approaches is rapidly increasing. Students studying policing need a solid preparation in the basic statistical literacy and research methods provided by this course. We are also developing a new 200-level course specifically on evidence-based and problem-oriented policing to complement this one. Police studies 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 will offer students an understanding of the role research can and should play in police operations and policy formulation. Special focus will be placed upon understanding what makes research methods in policing different than when applying the topic to a more general criminal justice environment. Students will understand the research process, types of studies, appropriate descriptive statistical techniques and guidelines for maximizing the efficacy of police operations, crime prevention and police policy development. Students will also be exposed to qualitative methodologies that will allow them to use analysis as efficiently as possible within police specific settings. In addition, students will be exposed to literature that is specific to research methods and stats in the context of policing and law enforcement.

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; CJBS 101 or CRJ 101 or PSC 101; and MAT 108 or MAT 141 or MAT 241 or MAT 242 or STA 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**?

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?

- Understand the Importance and relevance of specific tools germane to research in policing
- Explain how statistics and research methods can improve policing policy and operations
- Demonstrate the ability to think critically about course content and apply lessons to real-world police operational issues and policy formation.
- Understand the basics of descriptive statistics and research methods and how they apply to obtain results in police situations.
- Analyze how existing and proposed police activity and interactions adhere to empirical evaluation on organizational and community levels.
- Assess the methodological rigor of the research used to inform police policy

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)

BS in Police Studies, required core course

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 seven different assignments: two exams, four quizzes and a final research proposal paper. As part of the final paper, the students will prepare a video outline due by class twenty to ensure adequate progress is being made on the final paper. The final paper in this course will be an actual research proposal rather than a typical term paper. This paper will have the student select an important policing topic from one of their policing courses that they believe could benefit from research. The student will then analyze the issue and build a research proposal based on what has been learned in this course. This paper will help form the skill set needed for the student to successfully complete the capstone course required of all police studies majors. To assist students in achieving the above learning objectives, learning activities will culminate in a research proposal final paper due at the end of the semester.

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 _____ |
| ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____ | ➤ JSTOR __X__                  |
| ➤ LexisNexis Universe _____  | ➤ SCOPUS _____                 |
| ➤ Criminal Justice Abstracts __X__   | ➤ Other (please name) _____    |

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval \_12/3/15

15. **Faculty** - Who will be assigned to teach this course? Dr. DeCarlo, Dr. Piza, Dr. Grant and a number of adjunct 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**?

\_\_\_\_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.

CJBS 250 Research Methods and Statistics in Criminal Justice offered by the Law, Police Science and Criminal Justice Administration department is similar but this new course focus's uses policing as the context for the course.

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

\_\_X\_\_ Not applicable

\_\_\_\_No

\_\_\_\_Yes. If yes, give a short summary of the consultation process and results.

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

No

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

19. Approvals:

Dr. Maki Haberfeld

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Chair, Law, Police Science and Criminal Justice Administration

## ***Model Syllabus***

PSC 250 – Research Methods in Policing

Professor: John DeCarlo

Office 422.34

Office hours: TBA

Phone 203-627-5211

E-mail address jdecarlo@jjay.cuny.edu

### **Course prerequisites:**

ENG 101; CJBS 101 or CRJ 101 or PSC 101, and MAT 108 or MAT 141 or MAT 241 or higher or STA 250

### **Course Description**

This course will offer students an understanding of the role research can and should play in police operations and policy formulation. Special focus will be placed upon understanding what makes research methods in policing different than when applying the topic to a more general criminal justice environment. Students will understand the research process, types of studies, appropriate descriptive statistical techniques and guidelines for maximizing the efficacy of police operations, crime prevention and police policy development. Students will also be exposed to qualitative methodologies that will allow them to use analysis as efficiently as possible within police specific settings. In addition, students will be exposed to literature that is specific to research methods and stats in the context of policing and law enforcement.

*Additional required readings will be assigned and/or posted throughout the class to supplement the required text. Students are required to check Black Board at the start of each week to see if there are any new assignments and/or posted readings for the week.*

### **Learning Objectives:**

- Understand the importance and relevance of specific tools germane to research in policing
- Explain how stats and research methods can improve policing policy and operations
- Demonstrate the ability to think critically about course content and apply lessons to real-world police operational issues and policy formation.
- Understand the basics of descriptive stats and research methods and how they apply to obtain results in police situations.
- Analyze how existing and proposed police activity and interactions adhere to empirical evaluation on organizational and community levels.
- Assess the methodological rigor of the research used to inform police policy

### **Class Requirements:**

- All learners must participate in the class discussions. Participation will be graded based upon overall class attendance and the ability to argue critically, demonstrating an informed prior reading of assigned materials;

- All learners are required to check the on-line Black Board site each week to see if there are any additional readings or activities posted. Quizzes must be completed on-line during the assigned week before class on the date found in the course calendar.
- Submit required assignments to the professor *on the due date*. Late assignments will decrease a letter grade a day until turned in without exception.
- Be aware of the meaning and practice of **plagiarism** (see below).
- E-mail communication is the best way to reach the professor outside of class. If your e-mail is not answered within 24 hours, there is a problem, and feel free to e-mail again or call the professor's phone.

### **Required Text**

Patten, M. L. (2002). Understanding research methods: An overview of the essentials.

### **Class Readings (can be found on BlackBoard):**

Mastrofski, S. D., Parks, R. B., Reiss Jr, A. J., Worden, R. E., DeJong, C., Snipes, J. B., & Terrill, W. (1998). Systematic Observation of Public Police: Applying Field Research Methods to Policy Issues. Series: Research Report. NCJ.

University of North Carolina, & United States of America. (1984). Understanding Police Agency Performance.

DeCarlo, J, (2015), Wilmington Split force Experiment- *Summary*

DeCarlo, J, (2015), Newark foot patrol and Kansas City preventive patrol experiments – *Summary*

Moore, M. H. (2002). Recognizing value in policing: The challenge of measuring police performance. Police Executive Research Forum.

Skogan, W. G. (2011). Quasi-experimental Research on Community Policing. The SAGE Handbook of Criminological Research Methods, 312.

Chan, J. (2011). Researching Police Culture: A Longitudinal Mixed Method Approach. The SAGE Handbook of Criminological Research Methods, 301.

Pease. K. (2011). Crime Concentration and Police Work. The SAGE Handbook of Criminological Research Methods, 411.

### **Writing Assignments**

It is easy to download from the internet, but that is not only morally dishonest but educationally counterproductive, since you are defeating the purpose of writing and thus cheating yourself as well. See, also, Statement of College Policy on Plagiarism. All papers must be formatted in the APA citation method. Students will use the American Psychological Association (APA) style for written assignments, as appropriate. APA guidelines can be found on the John Jay College Library website <http://www.lib.jjay.cuny.edu/> under "Library publications." The Writing Center – located in Room 01.68 NB, is a service that provides free tutoring in writing to students of John Jay College. The Center emphasizes formulating a thesis, organizing and developing ideas, documenting American Psychological Association (APA) style, evaluating evidence and revising a paper, and writing specific to the disciplines. If you are given a Referral Form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form: This is not optional. The Center's tutorial staff offers help in all stages of writing:

**Prewriting** – overcoming writing block, generating material, formulating a thesis, doing research

**Writing** – organizing, paragraphing, supporting one’s points, expressing one’s ideas clearly

**Post-writing** – revising, reorganizing, proofreading

Trained tutors work with students on conceptual and sentence level skills, rules of grammar and help them achieve greater eloquence and clarity in their writing.

**Examinations:** will follow the semester schedule of classes or Final Exam Schedule, [www.jjay.cuny.edu/registrar/](http://www.jjay.cuny.edu/registrar/)). 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. We will confirm the dates before the scheduled exam. Come prepared to remain in the classroom for the entire exam period. Students are not permitted to leave the room during an exam except during an emergency. Failure to take an exam or quiz at its scheduled time will result in a grade of zero (0) being used in the computation of your final grade.

### **Grading Protocol:**

▪ Attendance and Participation	10%
▪ Midterm Exam	20%
▪ Online quizzes (4)	20%
▪ Video outline assignment (Due Class 20)	10%
▪ Research Proposal Paper (last day of exam week)	20%
▪ Final Exam	<u>20%</u>
	<u>100%</u>

### **Facebook**

In an attempt to introduce students to contemporary issues in the field and network with other criminal justice students and professionals, I’ve created a Facebook account. Via this medium, I will post relevant research reports, news stories of interest, as well as education and training opportunities. Students are not required to access these pages, but are encouraged to do so in order to explore how course content translates outside of the classroom.

### **Research Question:**

Students will write a brief paper identifying 3 preliminary research questions for their final research paper. The research questions should relate to specific research problems that the student has identified in the literature. Students must identify the independent variables and dependent variables for each research question. This assignment is meant to assist students in focusing the scope of their research proposal. This is due by class 12

### **Research Proposal Video Outline:**

To ensure that students are making adequate progress on their proposals, a detailed video (or audio recording) outline of the proposal must be submitted by class 20. As the name suggests, the video outline is a recording of the student orally describing their plans for the proposal. Within the video outline, students must demonstrate that they have thought critically about their research questions and are beginning to develop a plan for executing the research proposal. Students are specifically expected to: 1) present their final research question; 2) describe their units of analysis; 3) identify a sampling technique; 4) discuss how they will control for spurious correlation. Students must record themselves using readily available technology (e.g. webcams on laptops or cell phones), upload the video to Blackboard for grading. Video outlines must be no more than 7 minutes long.

### **Research Proposal:**

The final term paper in this course will be an actual research proposal rather than a typical term paper. This paper will have the student select an important policing topic from one of their policing courses that they believe could benefit from research. The student will then analyze the issue and build a research proposal based on what has been learned in this course. This paper will help form the skill set needed for the student to successfully complete the capstone course required of all police studies majors.

To assist students in achieving the above learning objectives, learning activities will culminate in a research proposal final paper due at the end of the semester. Research proposals will focus on a specific research question developed around issues discussed in-class. Research proposals must include the following sections 1) an introduction of the issues at hand; 2) a review of relevant literature; 3) a discussion of potential source of data; 4) a plan for sampling and collecting the necessary data; 5) a plan to analyze the data, and; 6) a discussion of the policy implications of this research proposal.

### **Grading System:**

A	4.0	93 to 100	C	2.0	73 to 77
A-	3.7	90 to 92.9	C-	1.7	70 to 72.9
B+	3.3	87.1 to 89.9	D+	1.3	67.1 to 69.9
B	3.0	83 to 87	D	1.0	63 to 67
B-	2.7	80 to 82.9	D-	0.7	60 to 62.9
C+	2.3	77.1 to 79.9	F	0.0	Below 59

### **College wide policies for undergraduates**

#### ***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’s. See page 28 of John Jay College Bulletin, 2014 – 2015.

#### ***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. 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. This policy does not apply to laboratory and studio courses, or to 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.

### ***Resolving the Grade of INC through Makeup Examinations***

The procedure outlined here is initiated when a student has received the grade of INC because of absence from a final examination. All makeup final examinations given after the completion of the semester are processed and administered by the faculty member who taught the course or by his or her academic department. Contact the instructor for details.

### ***Grade of FIN (Incomplete Changed to F)***

The grade of FIN (Incomplete Changed to F) is given when an incomplete grade is turned into an F (FIN). Undergraduate students who receive an INC grade at the end of any semester must complete all outstanding work by the dates described in the section above. The Registrar's Office will convert all INC grades to FIN if the INC is not resolved.

See page 26 of John Jay College Undergraduate Bulletin, 2014 – 2015.

### **Academic Integrity**

The following information is excerpted from the CUNY Policy on Academic Integrity. The complete text of the CUNY Policy on Academic Integrity can be accessed at

[http://www.cuny.edu/about/administration/offices/la/Academic\\_Integrity\\_Policy.pdf](http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf)

#### Definitions and Examples of Academic Dishonesty

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

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed-book examination
- Taking an examination for another student, or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination



- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else's work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, smart phones, tablet devices, computers or other technologies to retrieve or send information.

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

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the sources
- Failing to acknowledge collaborators on homework and laboratory assignments
- Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution.
- Obtaining unfair advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in the student's academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:
  - Stealing, reproducing, circulating or otherwise gaining advance access to examination materials
  - Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them
  - Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam
- Intentionally obstructing or interfering with another student's work Falsification of records and official documents. The following are some examples of falsification, but by no means is it an exhaustive list:
  - Forging signatures of authorization
  - Falsifying information on an official academic record • Falsifying information on an official document such as a grade report, letter of permission, drop/add form, I.D. card or other college document

***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](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

### TENTATIVE COURSE CALENDAR

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

SESSION	DATE	READINGS	
1		Introduction to Research Design in Policing Course overview & syllabus review	Patten, M. L. (2002). Understanding research methods: An overview of the essentials. Pages 1-23
2		Mastrofski, S. D., Parks, R. B., Reiss Jr, A. J., Worden, R. E., DeJong, C., Snipes, J. B., & Terrill, W. (1998). Systematic Observation of Public Police: Applying Field Research Methods to Policy Issues. Series: Research Report. NCJ – Pages 1-12	Please obtain this supplemental reading from black board
3		Reviewing Police literature	Patten - Part B Pages 31-37
4		Quiz 1 Mastrofski, S. D., Parks, R. B., Reiss Jr, A. J., Worden, R. E., DeJong, C., Snipes, J. B., & Terrill, W. (1998). Systematic Observation of Public Police: Applying Field Research Methods to Policy Issues. Series: Research Report. NCJ – Pages 13-23	Please obtain this supplemental reading from black board
5		In text citations and reference lists in police research	Patten Pages 41-51
6		Mastrofski, S. D., Parks, R. B., Reiss Jr, A. J., Worden, R. E., DeJong, C., Snipes, J. B., & Terrill, W. (1998). Systematic Observation of Public Police: Applying Field Research Methods to Policy Issues. Series: Research Report. NCJ – Pages 24-34	Please obtain this supplemental reading from black board
7		Sampling in police research	Patten Pages 55-69

8		Mastrofski, S. D., Parks, R. B., Reiss Jr, A. J., Worden, R. E., DeJong, C., Snipes, J. B., & Terrill, W. (1998). Systematic Observation of Public Police: Applying Field Research Methods to Policy Issues. Series: Research Report. NCJ – Pages 35-45	Please obtain this supplemental reading from black board
9		Measuring police performance	Patten Pages 71-95
10		Quiz 2 Measuring what Matters in Policing - Moore pages 1-7	Please obtain this supplemental reading from black board
11		Experimental design	Patten Pages 99-109
12		Measuring what Matters in Policing - Moore pages 8-20  Research questions due	Please obtain this supplemental reading from black board
13		Understanding Stats	Patten Pages 113-140
14		University of North Carolina, & United States of America. (1984). Understanding Police Agency Performance. Pages 1-10	Please obtain this supplemental reading from black board
15		Effect Size and meta-analysis	Patten Pages 143-153
16		Midterm exam	Midterm
17		Qualitative research in policing	Patten Pages 159-169
18		Quiz 3 University of North Carolina, & United States of America. (1984). Understanding Police Agency Performance. Pages 11-21	Please obtain this supplemental reading from black board
19		Preparing research reports	Patten Pages 175-189
20		Wilmington Split force Experiment <i>Summary</i>  Pages 1-15 Video Outline due	Please obtain this supplemental reading from black board
21		Electronic databases for location police literature	Patten Pages 191-203

**B2**

22		Quiz 4 Newark foot patrol and Kansas City Preventive patrol experiments – summary Pages 1-9	Please obtain this supplemental reading from black board
23		Electronic databases for police info	Class review
24		Chan, J. (2011). Researching Police Culture: A Longitudinal Mixed Method Approach. The SAGE Handbook of Criminological Research Methods, Pages 301 320	Please obtain this supplemental reading from black board
25		Research project discussion	Class discussion
26		Skogan, W. G. (2011). Quasi-experimental Research on Community Policing. The SAGE Handbook of Criminological Research Methods, Pages 312- 322	Please obtain this supplemental reading from black board
27		Research project discussion	Class discussion
28		Pease. K. (2011). Crime Concentration and Police Work. The SAGE Handbook of Criminological Research Methods, 411 - 425	Please obtain this supplemental reading from black board
29		Final exam	Class
30		Final research proposal paper due	Class

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

## New Course Proposal Form

Date Submitted April 10, 2015

When completed, email the proposal form ***in one file attachment*** for UCASC consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

1. a. **Department(s) or program(s)** proposing this course Sciences
- b. **Name** and contact information of proposer(s) Shu-Yuan Cheng
- Email address(es) shcheng@jjay.cuny.edu
- Phone number(s) (646) 557-4637

2. a. **Title of the course** Toxin or Not?
- b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Toxin or Not
- 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:

“Toxin or not” is a course designed for non-science majors to study the effects of chemicals that we may be exposed in our daily lives. It is recommended that students have taken a core science course prior to taking this course, as some basic knowledge of biology, chemistry and physics is necessary for students to understand how toxins affect our body functions. This course is at the Scientific World level because it requires some basic science knowledge and English reading and research skills. Students will be required to do critical analysis of case studies to produce well-reasoned written or oral arguments.

- 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.)

The purpose of this course is to present basic concepts in how toxins may affect our health in a way that is applicable to everyday life. Toxicology is a multidisciplinary field that

incorporates aspects of biology, chemistry, physics, medicine, engineering, genetics, risk assessment, and other fields.

Because toxicology affects everyone in this world, it is important to understand some basic concepts of the discipline. 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 which is one of John Jay mission.

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 introduces students to the basic principles of how toxins may affect their health and the application in their daily lives. The study of toxins and health will involve studying a wide range of potential poisons that may affect individuals and communities often times without awareness of the harm that is being done. This may range from OTC (Over the Counter) drugs, regulated pharmaceuticals, drugs of abuse, pesticides, and other chemicals found in products and released into the environment, and hormone therapy and medicinal herbs. Students will learn how to apply these concepts through methods of inquiry and a case study format.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG201 as prerequisites):

SCI 110 or 112 or 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 | <u>3</u> |
| b. Lab hours   | <u>0</u> |
| c. Credits     | <u>3</u> |

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

X  No                            Yes. If yes, then please provide:

- a. Semester(s) and year(s):
- b. Teacher(s):
- c. Enrollment(s):
- d. Prerequisites(s):

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

By the end of the course students:

1. Will be able to gather information from scientific websites, literature, newspapers, and magazines on incidents related to toxins or toxicity in the environment, for example, from the federal website: Toxic Release Inventory and the journal Science.
2. Will have experience interpreting and assessing information through peer discussion groups, in-class discussions, Blackboard discussions, and specific projects such as Case Studies found within the text and at The National Center for Case Study Teaching in Science [<http://sciencecases.lib.buffalo.edu/cs/>].
3. Will critically evaluate and compare the theories, discoveries and arguments that have supported early government regulations and scientific findings, such as the events that influenced EPA and NYC DEP policy. Students will describe how scientific principles underlie matters of policy or public concern in which science plays a role.
4. Through homework readings, in-class discussion and Blackboard discussion, students will relate basic scientific principles of toxicology to the real world of how individuals and communities are affected by toxins in the environment, including pharmaceutical use and abuse, pesticides, heavy metals, household products and food additives.
5. Produce well-reasoned written or oral arguments using evidence to support conclusions by researching scientific literature sources to produce well-organized and clearly presented arguments for poster presentation. Students will gain presentational (oral and written communications) skills by researching case studies that have shaped (and are shaping) policy and present a poster session for their peers and faculty guests.
6. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.

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

  X   No             Yes

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

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

No             Yes   X        If yes, please indicate the area:

**Flexible Core:**

A. World Cultures and Global Issues	
B. U.S Experience in Its Diversity	
C. Creative Expression	
D. Individual and Society	
E. Scientific World	X

**Please explain why this course should be part of the selected area.**

The course should be part of the scientific world flexible core because students will learn about basic concepts of toxicology, and apply these fundamental concepts to their daily lives. They will come to understand the scientific principles that underlying matters of concern of the contemporary world around them. The core concepts and skills underlying this course are a part of the fundamental concepts of physics, chemistry, and biology. They are concepts that all undergraduate students should know and be able to do as a part of a liberal arts college education.

As described in the course learning outcomes, students will be able to gather information from scientific websites, literature, newspapers, and magazines on incidents related to toxins or toxicity in the environment, for example, from the federal website: Toxic Release Inventory and the journal Science. They will have experience interpreting and assessing information through peer discussion groups, in-class discussions, Blackboard discussions, and specific projects such as case studies. Students will also critically evaluate and compare the theories, discoveries and arguments that have supported early government regulations and scientific findings, such as the events that influenced EPA and NYC DEP policy. Students will describe how scientific principles underlie matters of policy or public concern in which science plays a role.

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

Blackboard discussions, group project, quizzes and exams will be used to assess student learning. There are four components contributing to the assessment of students learning:

1. To test students' knowledge about the lecture material, there are two exams and a final exam that will be administered in class;
2. Participation in Blackboard discussions on the specific topics, such as Elk River chemical spill occurred on January 9, 2014.
3. Analyze and interpret data for the Toxic Release Inventory (TRI) Federal Government web site. Examine data within students' own neighborhoods.
4. Students will be asked to choose a topic that is of prime interest, perform research, design a poster illustrating the chosen topic, and present their discoveries at the poster session at the end of the semester to their peers and faculty.

**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 \_\_\_\_\_ No \_\_\_\_\_
- Will your students be expected to use any of the following library resources? Check all that apply.
 

<ul style="list-style-type: none"> <li>➤ The library catalog, CUNY+ <u>  X  </u></li> <li>➤ EBSCOhost Academic Search Complete <u>  X  </u></li> <li>➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <u>  X  </u></li> <li>➤ LexisNexis Universe _____</li> <li>➤ Criminal Justice Abstracts _____</li> </ul>	<ul style="list-style-type: none"> <li>➤ PsycINFO _____</li> <li>➤ Sociological Abstracts _____</li> <li>➤ JSTOR <u>  X  </u></li> <li>➤ SCOPUS <u>  X  </u></li> <li>➤ Other (please name) _____ <u>  SCIRUS  </u></li> </ul>
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13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval \_\_\_\_\_ Feb. 10, 2015 \_\_\_\_\_

15. **Faculty** - Who will be assigned to teach this course?   Shu-Yuan Cheng  

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

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

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

  X   Not applicable  
 \_\_\_\_\_ No  
 \_\_\_\_\_ Yes. If yes, give a short summary of the consultation process and results.

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

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

19. Approvals:

Dr. Lawrence Kobilinsky, Chair, Department of Sciences

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## 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.

College	John Jay College		
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	SCI 2XX		
Course Title	Toxin or Not?		
Department(s)	Science		
Discipline	Toxicology		
Credits	3		
Contact Hours	3		
Pre-requisites (if none, enter N/A)	ENG 101; SCI 110 or 112 or 114 or NSC 107 or EXE 103 (or any STEM variant science course including: BIO 102, 103, 104, CHE 102, 103, 104)		
Co-requisites (if none, enter N/A)	N/A		
Catalogue Description	This course introduces students to the basic principles of how toxins may affect their health and the application in their daily lives. The study of toxins and health will involve studying a wide range of potential poisons that may affect individuals and communities often times without awareness of the harm that is being done. This may range from OTC (Over the Counter) drugs, regulated pharmaceuticals, drugs of abuse, pesticides, and other chemicals found in products and released into the environment, and hormone therapy and medicinal herbs. Students will learn how to apply these concepts through methods of inquiry and a case study format.		
Special Features (e.g., linked courses)			
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended		
<b>Indicate the status of this course being nominated:</b>			
<input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed			
<b>CUNY COMMON CORE Location</b>			
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)			
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression	<input type="checkbox"/> Individual and Society <input checked="" type="checkbox"/> Scientific World	

<b>Learning Outcomes</b>	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
<b>E. Scientific World</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
<ul style="list-style-type: none"> <li>• Students will gather information from scientific websites, literature, newspapers, and magazines. They will investigate these media to learn more about properties of toxins and incidents related to toxicity in the environment for example, from the federal website: Toxic Release inventory and the journal <i>Science</i>;</li> <li>• Interpret and assess information by peer discussions, in-class</li> </ul>	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>

<p>discussions, Blackboard discussions, and specific projects such as Case studies found at The National Center for Case Study Teaching in Science [<a href="http://sciencecases.lib.buffalo.edu/cs/">http://sciencecases.lib.buffalo.edu/cs/</a>].</p> <ul style="list-style-type: none"> <li>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 <u>Science</u>).</li> <li>See Weeks 1-3 on the syllabus and those weeks with case studies</li> </ul>	
<ul style="list-style-type: none"> <li>Critically evaluate and compare the theories, discoveries and arguments that have supported early government regulations and scientific findings, such as Donora, PA, Cuyahoga, OH, Love Canal, NY and the history of the EPA and NYC DEP.</li> <li>Recognize the significance of the scientific process in understanding how scientific data is gathered, analyzed, interpreted and used (or misused) in policy making.</li> <li>In-class discussions and Blackboard discussions on the issues of regulations of drugs or chemicals.</li> <li>See Weeks 7, 9 and 14 on the syllabus and those weeks with case studies</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
<ul style="list-style-type: none"> <li>Research scientific literature sources to produce well-organized and clearly presented arguments for poster presentation;</li> <li>Gain presentational (oral and written communications) skills by researching case studies that have shaped (and are shaping) policy and present a poster session before students and faculty guests.</li> <li>See Weeks 1, 7 and 14 on the syllabus and those weeks with case studies</li> </ul>	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<ul style="list-style-type: none"> <li>Analyze and identify a variety of fundamental concepts of science and its history by active engagement during in-class discussions and Blackboard discussions;</li> <li>Through homework readings, in-class discussion and Blackboard discussion students will relate basic scientific principles of toxicology to the real world of how individuals and communities are affected by toxins in the environment, including pharmaceutical use and abuse, pesticides, heavy metals, household products and food additives.</li> <li>See Weeks 4, 5, 6, 7, 10, 12, and 13 on the syllabus and those weeks with case studies</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>
<ul style="list-style-type: none"> <li>Use of correct basic scientific terminology to discuss and communicate toxicology concepts that relate to daily life.</li> <li>Recognize during lecture and group discussions fundamental concepts that support modern scientific theories on the structure and reactivity of substances and basic principles of technology used to detect substances.</li> <li>Evaluate empirical evidence supporting modern scientific theories of matter (e.g how matter behaves in an organism) and its properties by analyzing case studies and primary documents that provide evidence for toxins in the environment.</li> <li>Present their researched scientific topic as a poster session.</li> <li>See those weeks with case studies</li> </ul>	<ul style="list-style-type: none"> <li>Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>
<ul style="list-style-type: none"> <li>Through homework readings, in-class discussion and Blackboard discussion students will relate basic scientific principles of toxicology to the real world of how individuals and communities are affected by toxins in the environment; specific issues concerning disparities across racial, socioeconomic, and geographic divisions will be</li> </ul>	<ul style="list-style-type: none"> <li>Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>

**B3**

<p>addressed in case studies.</p> <ul style="list-style-type: none"><li>• See weeks 9 and 12 on the syllabus</li></ul>	
<ul style="list-style-type: none"><li>• Understand the role of creativity in problem solving and the application of scientific principles in interpreting scientific data.</li><li>• Investigation of primary scientific documents and their interpretation and relationship to students' daily lives including economic, cultural and political issues.</li><li>• Evaluation and analysis of the significance of scientific findings through journal articles and popular media.</li><li>• See Week 14 and those weeks with case studies</li></ul>	<ul style="list-style-type: none"><li>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li></ul>

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY**  
524 West 59<sup>th</sup> St., New York NY 10019

**“TOXIN OR NOT?”**

**PROFESSOR:** Shu-Yuan Cheng

**SEMESTER:** Fall 2015 or Spring 2016

**COURSE CODE:** SCI

**COURSE SECTION:** 00

**CLASSROOM:** 0000

**CLASS TIME:** 00.00-00.00/period 0

**PROFESSOR’S OFFICE:** 05.61.09 NB

**OFFICE HOURS:** 00.00-00.00

**PROFESSOR’S PHONE AND E-MAIL:** (646) 557-4637; shcheng@jjay.cuny.edu

**COURSE PREREQUISITES:** ENG101; SCI 110 or 112 or 114 or NSC 107 or EXE 103 (or any STEM variant science course including BIO 102, 103, 104, CHE 102, 103, 104)

**COURSE DESCRIPTION:**

This course introduces students to the basic principles of how toxins may affect their health and the application in their daily lives. The study of toxins and health will involve studying a wide range of potential poisons that may affect individuals and communities often times without awareness of the harm that is being done. This may range from OTC (Over the Counter) drugs, regulated pharmaceuticals, drugs of abuse, pesticides, and other chemicals found in products and released into the environment, and hormone therapy and medicinal herbs. Students will learn how to apply these concepts through methods of inquiry and a case study format.

**LEARNING OUTCOMES:**

1. Will be able to gather information from scientific websites, literature, newspapers, and magazines on incidents related to toxins or toxicity in the environment, for example, from the federal website: Toxic Release Inventory and the journal Science.
2. Will have experience interpreting and assessing information through peer discussion groups, in-class discussions, Blackboard discussions, and specific projects such as Case Studies found within the text and at The National Center for Case Study Teaching in Science [<http://sciencecases.lib.buffalo.edu/cs/>].
3. Will critically evaluate and compare the theories, discoveries and arguments that have supported early government regulations and scientific findings, such as the events that influenced EPA and NYC DEP policy.. Students will describe how scientific principles underlie matters of policy or public concern in which science plays a role.
4. Through homework readings, in-class discussion and Blackboard discussion, students will relate basic scientific principles of toxicology to the real world of how individuals and communities are affected by toxins in the environment, including pharmaceutical use and abuse, pesticides, heavy metals, household products and food additives.
5. Produce well-reasoned written or oral arguments using evidence to support conclusions by researching scientific literature sources to produce well-organized and clearly presented arguments for poster presentation. Students will gain presentational (oral and written communications) skills by researching case studies that have shaped (and are shaping) policy and present a poster session for their peers and faculty guests.

**B3**

- 6 Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.

**SPECIFIC LEARNING OBJECTIVES:**

Students will be able to

1. Compare and contrast toxicokinetics (how toxins move through an organism) and toxicodynamics (the interaction of the toxins);
2. Explain, in general, the potential sources, fate and effects of a toxin in the environment;
3. Evaluate the deterministic risk of a toxin by analyzing scientific data from various sources;
4. Discuss contemporary issues and the impact of toxicology in a global and societal context that includes economic, political and equity issues of fairness and justice;
5. Identify the need, and have the ability, to engage in lifelong learning and to participate in college-wide and professional organizations.

**REQUIRED TEXT:** Timbrell, J. (2008) *The Poison Paradox: Chemicals as Friends and Foes*. Oxford University Press. ISBN-13: 978-0199548163; ISBN-10: 0199548161.

**FURTHER READING:**

Klaassen, C. (2013) *Casaret and Doull's Toxicology: The Basic Science of Poisons*, Eighth Edition. McGraw Hill Education. ISBN-13: 978-0071769235; ISBN-10: 0071769234.

**POLICY ON ATTENDANCE, ETIQUETTE AND PARTICIPATION:** Students enrolled in this course are *required* to attend *all* lecture sessions of the section for which they registered. More than 3 unjustified absences in your lecture classes will result in an unofficial withdrawal grade. Justified absences are limited to extraordinary circumstances and written justification is required. Attendance, enthusiasm, and active class participation are observed, recorded, and reflected in the student's final grade. Students missing more than 20 minutes of a session will be counted as absent.

**THE MATH & SCIENCE CENTER AND THE WRITING CENTER:** The Math & Science Center (Room 1.94NB) and the Writing Center (Room 1.68NB) provide excellent free services to John Jay's students. The Writing Center has staff of trained writing fellows, who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The MSRC has tutors that will help you to better understand scientific concepts covered in class. You are encouraged to make an appointment with a writing fellow from the Writing Center and with a tutor from the Math & Science Center to discuss the structure and style of your term paper, and do better in class.

**PLAGIARISM****Statement of College Policy on Plagiarism**<sup>1</sup>

Plagiarism is the presentation of someone else's ideas, words, or artistic, Scientific, or

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<sup>1</sup> *John Jay College of Criminal Justice Undergraduate Bulletin*

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.

In this class: Academic dishonesty and plagiarism will result in penalties that are dependent on the severity of the misdeed. This may be anything from a zero on that lab or exam, zero in the course, dismissal from the entire course, or charges of academic dishonesty. Penalties will be directly applicable to the situation at hand. I would take this very seriously if I were you.

### **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 procedure for having the accommodation notice sent to the instructor.”

*Source:* Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4<sup>th</sup> ed., City University of New York, p.3.

([http://www.jjay.cuny.edu/studentlife/Reasonable\\_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

### **ASSESSMENT:**

Blackboard Discussion: 10% You will participate in Blackboard discussions for at least 10 times during the semester. The participation will count for 10% of the final grade (one participation is 1%).

In-Class Case Study Mini-Presentations: 5% Students will work in groups to explore various case studies that have shaped political and economic policies.

Exams 45%: There will be two exams and a final exam on the covered course material. The exams will count for 45% (15% each) of your final grade.

Quizzes 10%: There will be 5 quizzes during the semester. The quizzes will count for 10% of your final grade. (one quiz is 2%)

Poster Presentation 30%: Students will be asked to choose one of the topics covered in class and prepare a comprehensive poster. This poster will count for 30% of your final grade.

**SCHEDULE OF CLASSES**Week 1 Poisons --- Old Art, New Science

- All substances are poisons; there is none that is not a poison. The right dose differentiates a poison from a remedy. (Paracelsus, 1493-1541)
- Chemicals 'R'us
- HW: Readings: Chapter 1: Timbrell, J. (2008)
- HW: Preview: US Department of Health and Human Services Website: Environmental Health and Toxicology – *Toxicology Tutor* - found at: <http://sis.nlm.nih.gov/enviro/toxtutor.html>

Week 2 Bodily Functions --- What Chemicals Do to Us

- Exposure
- Absorption into the body
- Fate of the chemical in the body
- Elimination of chemicals from the body
- Effects of chemicals on the body
- HW: Chapter 2: Timbrell, J. (2008)
- HW: preview: *Toxicology Tutor*: Dose and Dose Response, Interactions and Types of Interactions.

Week 3 Bodily Functions --- What We Do to Them

- Factors that make chemicals more or less toxic
- Factors that affect the disposition of chemicals in humans
- In-class group work and continue for HW: *Case Study: Fatal juice*
- HW: Continue reading of Ch. 2: Timbrell, J. (2008)
- Preview: *Toxicology Tutor*: Toxic Effect

Week 4 Keep Taking the Medicine --- There are No Safe Drugs, Only Safe Ways of Using Them

- OTC drugs
- Prescription drugs
- Case: Paracetamol overdose
- HW: Reading Ch 3: Timbrell, J. (2008)

Week 5 Keep Taking the Medicine --- There are No Safe Drugs, Only Safe Ways of Using Them

- Drugs of Abuse
- Supplements
- Herbal Medicine
- *Case Study: Leah Betts died of drinking water to counter drug's effect*
- HW: Chapter 3: Timbrell, J. (2008)

Week 6 Blood, Sweat, and Tears --- PesticidesExam I --- Chapter 1-3

- DDT and the organochlorine insecticides; Organophosphates
- Bioaccumulation and biomagnification
- *HW: Case Study: 1976 Pakistan incident*
- HW Chapter 4



- HW: (Hand out) Preview and highlight reading for class discussion: Evaluating Pesticide Degradation in the Environment: Blind Spots and Emerging Opportunities; Kathrin Fenner et al. *Science* 341, 752 (2013)

#### Week 7 First the Cats Died --- Environmental Contaminants

- Mercury, Lead, and Aluminium; Arsenic; Dioxin; PCBs/PBBs
- Drugs in sewage
- In-class group work: reporting out on a Case Study:  
*Case Study: The attempted murder of Benvenuto Cellini*  
*Case Study: Vietnam War and Agent Orange*  
*Case Study: 2004 Viktor Yushchenoko incident*
- HW Reading Ch. 5
- In-class and extended HW: ESA 21 Examining Toxic Release Inventory in your neighborhood.
- Video: The Toxins Return: How Industrial Poisons Travel the Globe, FH – Films for the Humanities and Sciences, 2009

#### Week 8 Nature-Born Killers --- Poisonous Chemicals Designed by Nature

- Scopolamine and the screaming mandrake root
- Pyrrolizidine alkaloids
- Ricin
- Hemlock: the executioner of Socrates
- Strychnine: poisoned by the last dose in the bottle
- Bracken
- Fungal toxins: toxic toadstools and magic mushrooms
- Animal toxins
- *Case Study: Toxic tea*
- *Case Study: The poisoned umbrella*
- HW Reading: Ch 6

#### Week 9 Industrial Chemicals—Poisoning, risk assessment and policy

- Mercury, Vinyl chloride, Methylisocyanate, Cadmium, Organic solvents
- Asbestos
- *Case Study: The tragedy of Bhopal, 1984: A case of slack management and poor policy.*
- *Case Study: Itai-itai disease: cadmium poisoning in rice field workers.*
- HW: Reading: Ch 7
- Reading: (Hand-out) India Launches New Probe of Cyanide Disaster, by Pallava Bagla, *Science* 2 July 2010: 19. [DOI:10.1126/science.329.5987.19]

#### Week 10 Under the Sink and in the Garden Shed --- Household Poisons

##### Exam II --- Chapter 4-7

- Bleach, Oven cleaner, Carbon monoxide, Antifreeze: sweet tasting but lethal; Methyl alcohol; Glue; Alcohol
- HW: Reading: Ch 8
- HW: Audio Assignment: Growing Up in Poverty and Pollution, by Lester Graham April 24, 2014 <http://stateofopportunity.michiganradio.org/post/growing-poverty-and-pollution>

#### Week 11 Rasputin's Revenge --- Chemicals Used to Kill

- Cyanide; Arsenic; Strychnine; Thallium; Mustard gas
- *Case Study: Rasputin incident*

- *Case Study: Was Napoleon poisoned?*
- HW: Reading Ch 9

#### Week 12 Toxic Food Constituents, Contaminants and Regulation

- Aflatoxin and the mouldy peanut; Ergot; Botulinum toxin and botulism; Red tides and shellfish poisoning
- Fugu: the puffer fish
- Polar explorers and vitamin A
- Cassava, apples, and almonds; Fava beans and hemolytic anemia
- Phthalates --- the endocrine disruptor
- HW Reading: Ch 10
- In-class group work: reporting out on a Case Study:  
*Case Study: Fish with botox*  
*Case Study: Dioxin and the Belgian poultry scandal*  
*Case Study: The Michigan farm disaster, 1973*  
*Case Study: The ginger jake tragedy or the jake walk blues*  
*Case Study: The Spanish toxic oil syndrome*

#### Week 13 Butter Yellow and Scheele's Green --- Food Additives

- Preservatives; Antioxidants; Emulsifying, stabilizing, and thickening agents; Coloring agents
- Flavoring agents and enhancers; Artificial sweeteners; Nutrients
- *Case Study: MSG*
- HW Ch 11
- Review Ch 12 for preparation of poster presentation

#### Week 14 A Risky Business --- Assessment of Chemical Hazards and Risks

POSTER PRESENTATIONS – A culmination of the semester with a topic of your choice. Be sure to include:

- Evaluation of exposure
- Hazards
- Safety evaluation and its benefits
- Risk assessment

Week 15 Final Exam --- Chapter 8-12 Please see the Registrar's Final Exam Schedule for exact date & time.

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

## Course Revision Form

Date Submitted: Feb 19, 2015

1. Name of Department or Program: Sciences

2. Contact information of proposer(s):

Name(s): Guoqi Zhang

Email(s): guzhang@jjay.cuny.edu

Phone number(s): 212.621.3744

3. Current number and title of course: **CHE 361 Inorganic Chemistry**

4. Current course description:

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.

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): 0

c. Current prerequisites: ENG 201, CHE 202 (Organic Chemistry II), Pre or Co-requisite: CHE 302 (Physical Chemistry II)

5. Describe the nature of the revision (what are you changing?):

Eliminate CHE 302 Physical Chemistry II as a co-requisite or a pre-requisite.

6. Rationale for the proposed change(s)

Students need to take Organic Chemistry II, CHE 202, as a prerequisite; Physical Chemistry CHE 302 is not necessary as a pre- or co-requisite. Upon a second consideration, this course required a revision which was approved by Dr. Kobilinsky, Dr. Proni and the Curriculum Committee.

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

a. Revised course description: NA

b. Revised course title: NA

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): NA

d. Revised learning outcomes: NA

e. Revised assignments and activities related to revised outcomes NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 201, CHE 202 (Organic Chemistry II)**

8. Enrollment in past semesters:

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

No  Yes \_\_\_\_\_ If yes, please indicate the area:

10. Does this change affect any other departments?

No \_\_\_\_\_ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: Feb 2015

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

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

## Course Revision Form

Date Submitted: 3-24-2015

1. Name of Department or Program: Sociology

2. Contact information of proposer(s):

Name(s): Robert Garot

Email(s): [rgarot@jjay.cuny.edu](mailto:rgarot@jjay.cuny.edu)

Phone number(s): x8680

3. Current number and title of course: **SOC 415 Senior Seminar in Sociology**

4. Current course description:

In this capstone course for the Sociology major, students will examine selected theoretical and empirical issues and problems that are important to contemporary sociology. Students will write a scaffolded research proposal, empirically-based research paper, or in-depth essay that is a critical reflection on sociological issues, theories or research.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, senior standing, SOC 314, SOC 315, STA 250, and SSC 325

5. Describe the nature of the revision (what are you changing?): We need to drop SOC 314 as a prerequisite.

6. Rationale for the proposed change(s): SOC 314 was included in error. SOC 314 is the theory requirement for the Criminology major, not the Sociology major. SOC 314 is not a course in the Sociology major.

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

a. Revised course description: NA

b. Revised course title: NA

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): NA

d. Revised learning outcomes: NA

e. Revised assignments and activities related to revised outcomes: NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 201, senior standing, SOC 315, STA 250, and SSC 325**

8. Enrollment in past semesters: NA

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 3-24-15

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Robert Garot (Program Coordinator) and Henry Pontell, Chair, Sociology Department

*Catherine Kemp PhD, JD.  
Associate Professor  
Department of Philosophy  
John Jay College CUNY  
524 West 59th Street Suite 8.63.23  
New York, New York 10019  
(212) 237-8908  
ckemp@jjay.cuny.edu*

December 29, 2014

Dean Scott Stoddart  
Undergraduate Curriculum and Academic Standards Committee

**Re: Revision of Minor in Philosophy**

Dean Stoddart and Members of UCASC:

Proposal: The Philosophy Department decided this past fall to make a small change to the current Philosophy minor. The department resolved in its November meeting to eliminate the list of specific courses that satisfy electives in the minor.

Rationale: The department has always intended that electives in the minor can be satisfied by any course offered in philosophy except PHI 231 (PHI 231 is required). The minor is scaffolded by (1) PHI 231 being a pre-requisite or other 200-level philosophy courses for upper level courses offered in the department and (2) the requirement that students take 2 courses at the 300 level or higher (6 of the 18 credits). John Jay's Guidelines for Minors requires that at least one course be taken at the 300-level or above. The Philosophy department regularly offers a good number of 300-level courses each semester.

The current list is outdated and does not reflect changes in the department's course offerings since the arrival of the Philosophy major and the new general education program. This means, for example, that students taking PHI 330 Philosophical Modernity, a new course, must seek individual permission from the department and the Registrar in order to have that course count as an elective in the minor. This imposes burdens on both students seeking to complete the minor as well as college staff overseeing degree audits etc.

Thank you for considering our proposal. We would be very happy to answer any questions you have about our proposal.

Sincerely,

Catherine Kemp, Associate Professor, outgoing Major/Minor Coordinator  
Mary Ann McClure, Assistant Professor, current Major/Minor Coordinator  
Kyoo Lee, Associate Professor, Acting Chair, Spring 2015  
Jonathan Jacobs, Professor and Chair  
Amie Macdonald, Associate Professor and Co-Chair

## UG Bulletin Info Reflecting the Changes for 2015-16

### PHILOSOPHY MINOR

*Description.* The Philosophy minor is designed to give students interested in philosophy the opportunity to do intensive work in the field and have that work recognized. Philosophy—a term derived from the ancient Greek *philosophia*—means “love of wisdom.” As a discipline, philosophy strives to seek thoughtful and rigorous responses to the most fundamental “Why?” questions about ourselves, the universe and our place in the universe. Areas of study include being or existence, knowledge, ethics, political philosophy and various “philosophy of . . .” issues (e.g., philosophy of law, philosophy of mind, philosophy of language, etc.). Some core questions that philosophers ask range from “What is the nature of justice?” and “How should I live my life?” to “Do humans have free will?” and “What sort of justification is required for me to have knowledge?”

Learning Outcomes. Students will be able to:

- Recognize and reconstruct arguments
- Critically evaluate arguments
- Appreciate different responses to a given philosophical question
- Offer a thoughtfully defended thesis on a given philosophical question
- Entertain and respond to challenges to one’s thesis

*Rationale.* A Philosophy minor, which is noted on the student's final transcript, is extremely beneficial for students planning careers in law school or various graduate programs. A liberal arts and humanities education, according to some of the top law schools, is the best preparation for understanding, synthesizing, and evaluating the legal theory and moral reasoning employed in legal judgments. Both law schools and graduate schools place a premium on the sort of critical thinking and conceptual analysis that philosophy uniquely provides. In addition, there is statistical evidence that those who major in philosophy consistently score higher than those in nearly every other major on standardized exams such as the LSAT and the GRE.

Credits. 18

*Minor coordinator.* Professor Mary Ann McClure, Department of Philosophy (212.237.8340, mmclure@jjay.cuny.edu)

*Requirements.*

- A student must complete 18 credits (six courses) in philosophy.
- Philosophy 231 is required (also can fulfill the general education requirement for the Flexible Core: Individual and Society area).
- **Any philosophy course (PHI) can satisfy elective credits in the minor.**
- At least two courses must be at the 300-level or higher.
- Independent study courses, arranged between the student and a supervising faculty member, and experimental courses can be used to fill the 18-credit requirement. For details on independent study courses, see page 24 of the Undergraduate Bulletin.
- A maximum of two courses can overlap with a student’s major, other minor or program.

**Additional information. Students who selected this minor in September 2015 or thereafter**



**must complete the minor in the form presented here. Students who declared the minor prior to that date may choose either the form shown here or the earlier version.**

PART ONE: REQUIRED COURSE

CREDITS: 3

PHI 231 The Big Questions: An Intro to Philosophy

PART TWO. ELECTIVE COURSES

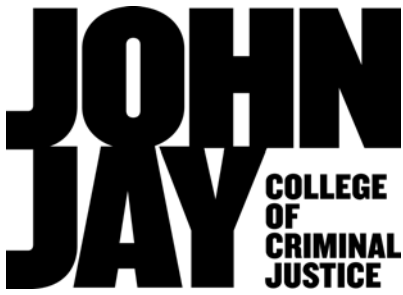
CREDITS: 15

**Select any five philosophy courses (PHI) or HJS 250 Justice in Western Traditions. At least two of the five courses must be courses at the 300 level or higher.**

Note: Credit toward the minor may be given for courses taken elsewhere at the College if they include substantial philosophical content. Please contact the philosophy minor coordinator.

CREDITS REQUIRED FOR THE MINOR: 18

PHI 102 Ethical Foundations of the Just Society  
 PHI 105 Critical Thinking and Informal Logic  
 PHI 201 Philosophy of Art  
 PHI 202 Philosophical Issues in American Pluralism  
 PHI 203 Political Philosophy  
 PHI 204 Logic  
 PHI 205 Philosophy of Religion  
 PHI 210 Ethical Theory  
 PHI 214 Environmental Ethics  
 PHI 224/ANT 224/PSY 224/SOC 224 Death, Dying and Society: A Life Crises Management Issue  
 PHI 302 Philosophical Issues of Rights  
 PHI 304 Philosophy of the Mind  
 PHI 310/LAW 310 Ethics and the Law  
 PHI 315 Philosophy of the Rule of Law  
 PHI 321/CRJ 321 Police Ethics  
 PHI 322/CRJ 322 Judicial and Correctional Ethics  
 PHI 326 Topics in the History of Modern Thought  
 PHI 327 Nineteenth Century European and American Philosophy  
 PHI 333/GEN 333 Theories of Gender and Sexuality  
 PHI 340 Utopian Thought  
 PHI 343 Existentialism  
 PHI 351 Classical Chinese Philosophy  
 PHI 354/AFR 354 Africana Philosophy  
 PHI 374 Epistemology  
 PHI 377 Reality, Truth and Being: Metaphysics  
 PHI 423/POL 423 Selected Topics in Justice



**To:** Undergraduate Standards and Academic Standards Committee

**From:** Sociology Department

**Date:** 2/2/2015

**Re: Proposal to Revise the Sociology Minor**

This memo, approved by the Sociology Department Curriculum Committee on February 3, 2015, outlines proposed changes to the Sociology Minor.

**Current Minor:**

Students wishing to minor in Sociology must complete 18 credits (six courses) at the **200-level or above**. SOC 101: Introduction to Sociology is a prerequisite for the minor. A maximum of two courses can overlap with a student's major, other minor or program.

**Proposal:**

We propose to revise the minor so that SOC 101 is a required course rather than a prerequisite. Students wishing to minor in Sociology must also complete five additional courses. At least one course must be at the 300-level or above.

**Rationale for Revision:**

Since SOC 101 is a prerequisite for most of the courses students may take for the minor, then for all intents and purposes the minor is 21 credits for most students. It is possible, however, for some students to complete the minor without taking SOC 101, since some courses do not require it. Finally, requiring SOC 101 helps us fulfill the minor's stated learning outcomes. Therefore, requiring SOC 101 eliminates these disparities and helps us achieve our learning goals.

In addition, we have two new courses at the 100-level going. SOC 104 Tabloid Justice was approved last spring. Another is going through the UCASC process now. We would like to include these in the minor. Currently, students may only take courses at the 200-level and above for the minor. Making this correction includes these impending courses in the minor.

**Current Bulletin Copy:**

# Sociology

## Minor

The Sociology minor considers the following areas in the study of modern society: social groups, social organization, the sociology of institutions such as law, the courts, the family, the process of interaction, social disorganization and change. Topics such as violence, delinquency, deviant behavior, social control, and ethnic, race and class relations are central to the minor concentration. Issues of culture, personality and urbanization are also covered.

Minor coordinator. Professor Robert Garot, Department of Sociology (212.237.8680, rgarot@jjay.cuny.edu)

Prerequisite. SOC 101 Introduction to Sociology, which fulfills the Flexible Core: Individual and Society area of the college's general education program.

Requirements. Students wishing to minor in Sociology must complete 18 credits (six courses) of courses **at the 200-level or above**. A maximum of two courses can overlap with a student's major, other minor or program.

**Suggested** courses can include but are not limited to:

SOC 201 Urban Sociology  
 SOC 202/PSY 202 The Family: Change, Challenges and Crisis Intervention  
 SOC 206 The Sociology of Conflict and Dispute Resolution  
 SOC 209 Sociology of Work and Jobs  
 SOC 210/ANT 210/PSY 210 Sex and Culture  
 SOC 213/PSY 213 Race and Ethnic Relations  
 SOC 215 Social Control and Gender: Women in American Society  
 SOC 222 Crime, Media and Public Opinion  
 SOC 227 Sociology of Mental Illness  
 SOC 232 Social Stratification  
 SOC 240 Social Deviance  
 SOC 251 Sociology of Human Rights  
 SOC 252 Environmental Sociology  
 SOC 253 Sociology of Global Migration  
 SOC 275 Political Imprisonment  
 SOC 278 Political Sociology  
 SOC 282 Selected Topics in Sociology  
 SOC 302 Social Problems  
 SOC 305 Sociology of Law  
 SOC 310/ANT 310/PSY 310 Culture and Personality  
 SOC 312 Classical Sociological Theory  
 SOC 314 Theories of Social Order  
 SOC 315 Contemporary Sociological Theory  
 SOC 343 Global Social Movements  
 SOC 346 Sport in Global Perspective  
 SOC 354 Gangs and Transnationalism  
 SOC 377 Internships for Sociology  
 SOC 401 Problems of Minority Groups  
 SSC 325 Research Methods in the Behavioral Sciences

**CREDITS REQUIRED FOR MINOR: 18**

New Bulletin Info, 2015-16:

# Sociology

## Minor

The Sociology minor considers the following areas in the study of modern society: social groups, social organization, the sociology of institutions such as law, the courts, the family, the process of interaction, social disorganization and change. Topics such as violence, delinquency, deviant behavior, social control, and ethnic, race and class relations are central to the minor concentration. Issues of culture, personality and urbanization are also covered.

Minor coordinator. Professor Robert Garot, Department of Sociology (212.237.8680, rgarot@jjay.cuny.edu)

Requirements. Students wishing to minor in Sociology must complete 18 credits (six courses) of courses **at any level**. SOC 101, which fulfills the Flexible Core: Individual and Society area of the college's general education program, **must be among the six courses**. A maximum of two courses can overlap with a student's major, other minor or program.

### **PART ONE. REQUIRED COURSE**

**CREDITS: 3**

#### **Required**

#### **SOC 101 Introduction to Sociology**

### **PART TWO. ELECTIVES**

**CREDITS: 15**

#### **Select five. At least one course must be at the 300-level or above**

Suggested courses can include but are not limited to:

#### **SOC 104 Tabloid Justice: Causes and Consequences of Crime Sensationalism\***

#### **SOC 1XX Social Justice and Sexuality\*** (pending approval by UCASC)

SOC 201 Urban Sociology

SOC 202/PSY 202 The Family: Change, Challenges and Crisis Intervention

SOC 206 The Sociology of Conflict and Dispute Resolution

SOC 209 Sociology of Work and Jobs

SOC 210/ANT 210/PSY 210 Sex and Culture

SOC 213/PSY 213 Race and Ethnic Relations

SOC 215 Social Control and Gender: Women in American Society

SOC 222 Crime, Media and Public Opinion

SOC 227 Sociology of Mental Illness

SOC 232 Social Stratification

SOC 240 Social Deviance

#### **SOC 243 Sociology of Sexualities**

SOC 251 Sociology of Human Rights

SOC 252 Environmental Sociology

SOC 253 Sociology of Global Migration

SOC 275 Political Imprisonment

SOC 278 Political Sociology

SOC 282 Selected Topics in Sociology

SOC 302 Social Problems

SOC 305 Sociology of Law

SOC 310/ANT 310/PSY 310 Culture and Personality

SOC 312 Classical Sociological Theory

Approved by UCASC, Feb 20, prepared for College Council, May 11, 2015

SOC 314 Theories of Social Order  
SOC 315 Contemporary Sociological Theory  
SOC 343 Global Social Movements  
SOC 346 Sport in Global Perspective  
SOC 354 Gangs and Transnationalism  
SOC 377 Internships for Sociology  
SOC 401 Problems of Minority Groups  
SSC 325 Research Methods in the Behavioral Sciences

**CREDITS REQUIRED FOR MINOR: 18**

\*please note: only students with less than 30 credits can register for these first year seminars.

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

## CHANGE IN EXISTING GRADUATE COURSE

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

**Date Submitted to the Office of Graduate Studies:** 4/14/2015

**Date of Program Approval:** 4/2/2015

**Date of CGS Approval:**

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

Name(s)	Email(s)	Phone number(s)
Richard Lovely	<a href="mailto:rlvely@jjay.cuny.edu">rlvely@jjay.cuny.edu</a>	X8685

**2. Proposed changes. Please complete the entire "FROM" column. Only complete the proposed changes in the "TO" column.**

<b>FROM</b> ( <del>strikethrough</del> the changes)		<b>TO</b> ( <u>underline</u> changes)	
<b>Programs</b>	MS in Digital Forensics and Cybersecurity Advanced Certificate of Applied Digital Forensic Science	<b>Programs</b>	
<b>Course</b>	FCM 710	<b>Course</b>	
<b>Title</b>	<del>Architecture of Secure Operating Systems</del>	<b>Title</b>	<u>Architecture and Vulnerabilities of Operating Systems</u>
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	Prerequisite(s): Undergraduate entrance requirements.	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	
<b>Hours</b>	30 HOURS PLUS LABORATORY	<b>Hours</b>	
<b>Credits</b>	3 CREDITS	<b>Credits</b>	
<b>Description</b>	<del>OFFERED SPRING SEMESTERS. The design, implementation and administration of modern operating systems are reviewed. Topics covered include concurrent execution, process and memory management, and local and networked file systems. Security models, access control mechanisms, and security enhanced versions of</del>	<b>Description</b>	<u>A comparative survey of operating system vulnerabilities and their forensic issues. Topics covered include security features of the kernel, process and memory management, files systems, and rook kit attacks. Theoretical concepts are applied in practical exercises.</u>

	<del>current operating systems are discussed.</del>		
		<b>Effective Term</b>	Spring 2016

3. **Rationale for the proposed change(s):** This is a needed update for the original twelve year old course description for a critical required core course in the Digital Forensics and Cybersecurity MS program of study. The proposed change reflects the drift of issues covered over the years in keeping with changes in the field and to explicitly match the program pedagogical ethos which is to apply theory to practice in all technical courses.

4. **Enrollment in past semesters:**

Fall 2014: 13

Fall 2013: 13

Fall 2012: 14

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

No      Yes

If yes, what consultation has taken place?

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

## CHANGE IN EXISTING GRADUATE COURSE

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

**Date Submitted to the Office of Graduate Studies:** 4/14/2015

**Date of Program Approval:** 4/2/2015

**Date of CGS Approval:**

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

Name(s)	Email(s)	Phone number(s)
Richard Lovely	<a href="mailto:rlvely@jjay.cuny.edu">rlvely@jjay.cuny.edu</a>	X8685

**2. Proposed changes. Please complete the entire "FROM" column. Only complete the proposed changes in the "TO" column.**

FROM ( <del>strike through</del> the changes)		TO ( <u>underline</u> changes)	
<b>Programs</b>	MS in Digital Forensics and Cybersecurity	<b>Programs</b>	
<b>Course</b>	FCM 791	<b>Course</b>	
<b>Title</b>	Forensic Computing <del>Prospectus-Seminar</del>	<b>Title</b>	Forensic Computing <u>Research Practicum</u>
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	Prerequisite(s): Permission of the program director	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	
<b>Hours</b>	30 HOURS PLUS CONFERENCES	<b>Hours</b>	
<b>Credits</b>	3 CREDITS	<b>Credits</b>	
<b>Description</b>	OFFERED AS AN INDEPENDENT STUDY, CONTACT PROGRAM DIRECTOR <del>Assists in the identification and delineation of researchable topics. Provides an introduction to scholarly and research report writing, library research, and documentation styles and techniques. Development by the end of the semester of a thesis prospectus.</del>	<b>Description</b>	OFFERED AS AN INDEPENDENT STUDY, CONTACT PROGRAM DIRECTOR  <u>Guidance by a faculty member in conducting basic and applied research, to include problem selection, literature review, methodology, design, analysis, and report writing. A final grade is awarded upon approval of master's thesis or report of findings of an applied research project.</u>



		<b>Effective Term</b>	Spring 2016
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3. **Rationale for the proposed change(s):** This change fairly reflects how student thesis and applied research conducted as the culminating experience in the degree program has been actually handled in practice by faculty of the Digital Forensics and Cybersecurity program. That practice sees faculty serve as mentors to work individually with students.

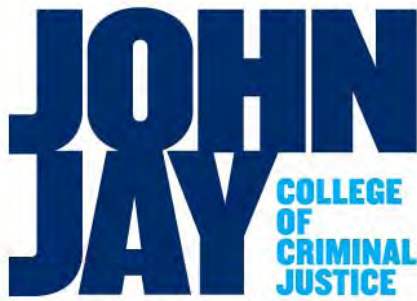
4. **Enrollment in past semesters:**

Spring 2015: 6  
 Fall 2014: 0  
 Spring 2014: 5  
 Fall 2013: 2  
 Spring 2013: 5  
 Fall 2012: 2

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

No       Yes

If yes, what consultation has taken place?

**D**

*Robert Troy, PhD  
Vice President for  
Enrollment Management  
524 West 59<sup>th</sup> Street  
New York City, NY 10019  
T. 212.237.8118  
F. 646.557.4508  
rtroy@jjay.cuny.edu*

**Memorandum**

TO: Rulisa Galloway  
Chief of Staff to the President

FROM: Robert C. Troy  
Vice President for Enrollment Management

SUBJECT: Graduation list for 2014 – 2015 graduates

DATE: April 15, 2015

Please place the approval of the 2014-15 graduates on the College Council agenda. Only faculty members may vote on this agenda item. Faculty members may visit the following link to review the list of candidates:

[http://doitapps.jjay.cuny.edu/misc/graduation/grad\\_list.php](http://doitapps.jjay.cuny.edu/misc/graduation/grad_list.php)

Thank you.

**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

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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<sup>1</sup> 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

<sup>1</sup> <http://chronicle.com/items/biz/pdf/Employers%20Survey.pdf>

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.

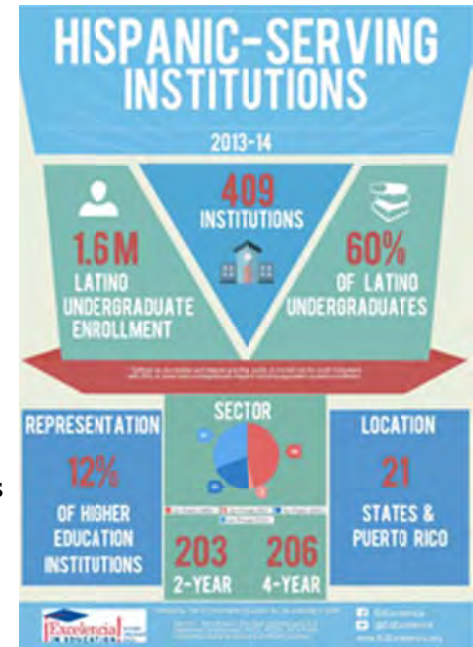
John Jay College currently offers about 2% of instruction online, a level well below what our students want and need to succeed. To catch-up with the digital age, provide our current students with the learning opportunities they seek, and expand access in the global age—a principle that undergirds our 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 Compact<sup>1</sup>.
- 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.

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<sup>1</sup> <http://www.aacu.org/publications-research/periodicals/leap-employer-educator-compact-making-quality-priority-americans>

- 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.

**John Jay College of Criminal Justice  
The City University of New York**

**Proposed College Council Calendar 2015-2016**

**Items Due**

Wednesday, August 26, 2015  
Friday, September 25, 2015  
Monday, October 26, 2015  
Wednesday, November 25, 2015

Wednesday, January 20, 2016  
Tuesday, February 16, 2016  
Thursday, March 23, 2016  
Thursday, April 21, 2016

**Executive Committee**

Wednesday, September 9, 2015  
Wednesday, October 7, 2015  
Tuesday, November 10, 2015  
Tuesday, December 8, 2015

Thursday, January 28, 2016  
Thursday, February 25, 2016  
Wednesday, April 6, 2016  
Tuesday, May 3, 2016

**College Council Meeting**

Monday, September 21, 2015  
Thursday, October 15, 2015  
Tuesday, November 24, 2015  
Monday, December 14, 2015

Thursday, February 11, 2016  
Thursday, March 10, 2016  
Wednesday, April 20, 2016  
Tuesday, May 10, 2016

All meetings begin at 1:40 p.m. and are open to the College Community. The Executive Committee meetings are held in room 610T and the College Council meetings and are held in room 630T.

The multicolored chairs are reserved for members of the Council. Non-members are asked to sit in the blue chairs.

**Additional meetings if needed**

**Items Due**

Tuesday, November 25, 2015  
Thursday, April 21, 2016

**Executive Committee**

Wednesday, December 9, 2015  
Thursday, May 5, 2016

**College Council Meeting**

Tuesday, December 15, 2015  
Monday, May 16, 2016

