JOHN JAY

COLLEGE OF CRIMINAL JUSTICE

COLLEGE COUNCIL
AGENDA
& ATTACHMENTS

MARCH 29, 2012

COMPLETE VERSION

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

March 29, 2012
1:40 p.m.
630T

I.   Adoption of the Agenda

II.   Minutes of the February 27, 2012 College Council (attachment A), *Pg. 2*

III.   Applicability of John Jay policies to Undergraduate and Graduate Students and Programs (attachment B) – Professors Jennifer Dysart and Karen Kaplowitz, *Pg. 5*

IV.   Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1 – C5) – Anne Lopes, Dean of Undergraduate Studies

New Courses:
C1.   CJBS 4XX   Capstone Seminar, *Pg. 7*
C2.   POL2XX   Media and Politics, *Pg. 18*

Course Revisions:
C3.   GEN205   Gender and Justice, *Pg. 36*

Programs
C4.   Proposal to Rearticulate the 2+2 Joint AA/BA degrees in Criminal Justice with John Jay's revised B.S. degree in Criminal Justice (Institutional Theory and Practice), *Pg. 39*

Academic Standards
C5.   Proposal to Revise the Grade Appeal Policy, *Pg. 52*

V.   Distance Learning Education Application for MPA-IO Online Program (attachment D) – Jannette Domingo, Dean of Graduate Studies, *Pg. 55*

VI.   Proposed Policy Regarding Committee Meeting Dates (attachment E) – Mehak Kapoor, Vice President of the Student Council, *Pg. 69*

VII.   New Business

VIII.   Administrative Announcements – President Jeremy Travis

IX.   Announcements from the Faculty Senate – Professor Karen Kaplowitz

X.   Announcements from the Student Council – President Whitney Brown

A

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Monday, February 27, 2012

The College Council held its fifth meeting of the 2011-2012 academic year on Monday, February 27, 2012. The meeting was called to order at 1:53 p.m. and the following members were present: Jana Arsovska, Elton Beckett, Jane Bowers, Whitney Brown, Erica Burleigh, James Cauthen, Kinya Chandler, Demi Cheng, Kathleen Collins, Lyell Davies, Joseph DeLuca, Virginia Diaz, James DiGiovanna, Jannette Domingo, Mathieu Dufour, Jennifer Dysart, Terry Furst, Demis Glasford, Maki Haberfeld, Devin Harner, Berenecea Johnson Eanes, Shaobai Kan, Karen Kaplowitz, Kwando Kinshasa, Nilsa Lam, Richard Li, Anne Lopes, Yue Ma, Vincent Maiorino, Evan Mandery, Roger McDonald, Sara McDougall, Shavonne McKiever, Mickey Melendez, Catherine Mulder, David Munns, Robert Pignatello, Carina Quintian, Rick Richardson, Raul Rubio, Richard Saulnier, Michael Scaduto, Francis Sheehan, Karen Terry, Denise Thompson, Donica Thompson, Patricia Tovar, Jeremy Travis, and Michelle Tsang.

Absent were:
Jeffrey Aikens, Zeeshan Ali, Andrea Balis, Mark Benjamin, Brian Costa, Lior Gideon, Laura Greenberg, Norman Groner, Richard Haw, Veronica Hendrick, Mehak Kapoor, Anru Lee, Marcelle Mauvais, Brian Montes, Rhonda Nieves, Richard Ocejo, Davinder Singh, and Staci Strobl.

I.   Adoption of the Agenda
It was moved to adopt the agenda as presented. The motion to approve the agenda was seconded and passed unanimously.

II.   Minutes of the December 12, 2011 College Council Meeting
It was moved to adopt the minutes as presented. The motion was seconded and passed unanimously.

III.   Applicability of John Jay Policies to Undergraduate and Graduate Students and Programs (attachment B)

The proposed policy was withdrawn by the Executive Committee of the College Council pending further discussion by the committees.

IV.   Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1 – C22)

It was moved to adopt the new course proposal marked "C1. ECO 3XX: Political Economy of Gender." The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked "C2. PSY 4XX: Senior Seminar in Forensic Psychology." The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked "C3. DRA 1XX: Self, Media and Society." The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked "C4. MUS 2XX: Music Technology." The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked "C5. MUS 3XX: Music Composition Using Technology." The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked "C6. HIS 2XX: Imperialism in Africa, Asia and Middle East." The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked "C7. POL 2XX: Introduction to Research in Politics." The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked "C8. CJBA 2XX: (240) Quantitative Inquiry." The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked "C9. CJBA 2XX: (220) Race, Gender, Ethnicity, Crime and Justice." The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked "C10. AFR 3XX: Inequality and Wealth." The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked "C11. HIS 3XX: Female Felons in Premodern Europe and the Americas." The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked "C12. CSL 2XX: Case Management in Human Service." The motion was seconded and approved unanimously.

It was moved to adopt the new course proposals marked C13 – C15 as a slate:

    C13. PSY 2XX: Introductory Undergraduate Research in Psychology
    C14. PSY 3XX: Supervised Undergraduate Research in Psychology
    C15. PSY 4XX: Advanced Undergraduate Research in Psychology

The motion was seconded and approved unanimously.

It was moved to accept the new course proposals marked C13 – C15. The motion was seconded and approved unanimously.

It was moved to adopt the revised course proposal marked "C16. ENG 233: News Reporting and Writing." The motion was seconded and approved unanimously.

It was moved to adopt the revised course proposal marked "C17. PSY 275: Family Conflict and Family Court." The motion was seconded and approved unanimously.

It was moved to adopt the revised course proposal marked "C18. PSY 442: Key Concepts in Psychotherapy." The motion was seconded and approved unanimously.

It was moved to adopt the revised course proposal marked "C19. PSY 228: Psychology and Women." The motion was seconded and approved unanimously.

It was moved to adopt the revised course proposal marked "C20. POL 214: Political Parties and Pressure Groups." The motion was seconded and approved unanimously.

It was moved to adopt the proposal marked "C21. Proposal to Revise the Minor in African-American Studies and Establish an Honors Option." The motion was seconded and approved unanimously.

The proposed item, "C22: Academic Integrity Committee Proposal." was withdrawn by the Undergraduate Curriculum and Academic Standards Committee.

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

It was moved to adopt the revised course proposal marked "D1. PSY 748: Empirical Crime Scene Analysis". The motion was seconded and approved unanimously.

VI.   Change in College Council Committee Membership List (attachment E)

It was moved to adopt this change with the following correction: Professor Peggy Eschar's should be listed as Professor Peggy Escher.

Professor Peggy Escher (English) was nominated by the Faculty Senate to replace Richard Culp (Public Management) on the six-member panel of the Faculty-Student Disciplinary Committee. The motion was seconded and approved unanimously.

The meeting was adjourned at 2:46 p.m.

B

To: The College Council

From: The College Council Executive Committee

Date: March 12, 2012

Re: Applicability of John Jay Policies to Undergraduate and Graduate Students and Programs

Current Situation:
On December 12, 2011, the College Council adopted a motion creating a policy whereby all policies approved by the College Council shall automatically apply to both undergraduate and graduate students and to both undergraduate and graduate programs unless the proposed policy explicitly states an exception for either undergraduates or for graduates and a persuasive rationale is provided for the requested exception. Now that this important policy has been established, the following situation exists: beginning September 2010 and until December 2011, many policies were approved by the College Council that may very well have been applicable for both undergraduate and graduate students/programs but those policies only currently apply to the students relevant to the committee or group that brought forth the proposed policy to the College Council; in other words, if the Undergraduate Curriculum and Academic Standards Committee (UCASC) proposed a policy and the policy was approved by the College Council, it became policy for only undergraduate students/programs because UCASC is for only undergraduate programs; conversely, if the Graduate Studies Committee proposed a policy and that policy was approved by the College Council, it became policy for only graduate students/programs.

Proposed policy for consideration and action by the College Council:
Ad hoc committee shall be elected by the College Council comprising the Provost; the Dean of Undergraduate Studies; the Dean of Graduate Studies; four faculty members nominated by the Faculty Senate; and two student members nominated by the Student Council. The Provost shall chair this ad hoc committee which shall review policies approved by the College Council from the period beginning September 2010 through December 2011 to determine whether any of these policies currently applying only to undergraduate students or only to graduate students, should be referred to the respective undergraduate or graduate College Council committee for review and consideration and action. A report shall be made to the College Council by the ad hoc committee as soon as practicable.

Rationale:
Some examples of policies proposed by UCASC and approved by the College Council that arguably should be extended to graduate students/graduate programs are the following:

(1) faculty members are no longer required to assign the APA (American Psychological Association) method of documentation and may require their students to use any method of documentation so long as the method(s) is named in the syllabus and a website is given (such as the Library's webpage on documentation at http://guides.lib.jjay.cuny.edu) that explains how to use that method; (2) an Incomplete Grade may be given by a professor only to those students who would pass the course if they were to satisfactorily complete the missing work; furthermore, it is within the discretion of the professor as to whether or not to give the grade of Incomplete. This list is illustrative and not limiting or prescriptive.

Date of Implementation: The Ad Hoc Committee shall be elected at the April meeting of the College Council.

Capstone Seminar for the Criminal Justice Bachelor of Science

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

New Course Proposal

Capstone Seminar for the Criminal Justice Bachelor of Science

1. Department (s) proposing this course:
    Law, Police Science and Criminal Justice Administration (LPS)

2. Title of the course:
    Capstone Seminar for the Criminal Justice Bachelor of Science

    Abbreviated title (up to 20 characters): Capstone Seminar, CJBS 401

3. Level of this course:

    _____100 Level _____200 Level _____300 Level __X__400 Level

4. Course description as it is to appear in the College bulletin:
    (Write in complete sentences except for prerequisites, hours and credits.)

    This capstone seminar is required of all Bachelor of Science in Criminal Justice majors. It affords students with the opportunity to reexamine and integrate the practical and theoretical knowledge and critical thinking skills acquired over the course of their studies within the major into a meaningful culminating experience. Students will participate in debates central to the understanding of the American criminal justice system. Focusing on reexamination of some prominent criminal justice texts, the course will require students to critically examine in depth an original work relative to its social and political context and to the theoretical and empirical literature. Students will also apply and advance theoretical arguments in oral and written form through an in-depth examination of a current or controversial issue of their choosing such as: the use of force by police, plea bargaining, or mass incarceration.

5. Has this course been taught on an experimental basis?
    _X_ No
    ___Yes: Semester (s) and year (s):
            Teacher (s):
            Enrollment (s):
            Prerequisites (s):

6. Prerequisites: **ENG 201, CJBS 300 Criminal Justice: Theory to Practice**

7.   Number of: class hours_**3**_   lab hours_**0**_   credits_**3**_

8.   Brief rationale for the course:

This course is the capstone seminar for the revised Bachelor of Science in Criminal Justice major. The course serves as a means of reinforcing, strengthening, integrating and challenging students' practical and theoretical knowledge about the American criminal justice system acquired in the major. Students are expected to reexamine in-depth seminal works in the field, write a book critique, give an oral presentation and develop and write a term paper. The final paper will confront a major contemporary issue or trend in the criminal justice within one of the theoretical frameworks discussed during this course.

9a.   Knowledge and performance objectives of this course:
        (What knowledge will the student be expected to acquire and what conceptual and applied skills will be learned in this course?)

Knowledge Objectives:

1. **Building on the previous courses in the major, students will have a deeper understanding of frameworks conceptualizing the mechanisms, dynamics, and context of the criminal justice system in the United States.**
2. **Students will have a thorough acquaintance with representative texts from the capstone's chosen themes.**
3. **Students will demonstrate in-depth knowledge of empirical research relevant to the issues addressed in this course.**
4. **Students will demonstrate in-depth knowledge of theories relevant to the issues addressed in this course.**
5. **Students will demonstrate an in-depth understanding of how public discourse shapes the functioning of the criminal justice system.**

Performance Objectives:

1. **Students will demonstrate the ability to critically evaluate and integrate practical and theoretical knowledge acquired from different criminal justice related courses in a cogent manner.**
2. **Students will demonstrate advanced skills in accessing and using information from primary and secondary sources.**
3. **Students will demonstrate sensitivity to special populations, such as the disabled, minorities, and other historically disempowered groups.**
4. **Students will demonstrate the ability to develop and present in oral and written format a coherent argument appropriately applying conceptual and theoretical frameworks from the field of Criminal Justice.**

Approved by UCASC, February 24, prepared for College Council, March 29, 2012

9b.   Indicate learning objectives of this course related to information literacy.

Students will be offered a review of how to effectively and efficiently identify relevant information using resources provided by the Lloyd Sealy Library, including criminal justice electronic databases (http://www.lib.jjay.cuny.edu/infosources/resources.cfm?SelectedSubject=6), criminal justice related statistics sources (http://www.lib.jjay.cuny.edu/infosources/resources.cfm?SelectedSubject=17), and other relevant databases supplied by EBSCO such as PsycINFO, EconLit, Historical Abstracts etc. One graded assignment, an annotated bibliography, will help students evaluate the credibility of source materials and draw the main points from them.

10.   Recommended writing assignments:
        (Indicate types of writing assignments and number of pages of each type. Writing assignments should satisfy the College's requirements for writing across the curriculum.)

Annotated bibliography: 3-4 pages
Book critique: 2 pages
Final research paper: 8-10 pages

11.   Will this course be part of any major (s) or program (s)?
        ___No
        _**X**_Yes. Major or program: **Bachelor of Science in Criminal Justice**
                What part of the major? (Prerequisite, core, skills, etc.) Part I, **Core Courses**

12.   Is this course related to other specific courses?
        ___No
        _**X**_Yes. Indicate which course (s) and what the relationship will be (e.g., prerequisite, sequel, etc.).

This course acts as a capstone experience for all other courses in the Bachelor of Science in Criminal Justice program.

13.   Please meet with a member of the library faculty before answering question 13. The faculty member consulted should sign below. (Contact the library's curriculum committee representative to identify which library faculty member to meet with).

        Identify and assess the adequacy of the following types of library resources to support this course: databases, books, periodicals. Attach a list of available resources.

        Attach a list of recommended resources that would further support this course. Both lists should be in a standard, recognized bibliographic format, preferably APA format.

The main strength of the Lloyd Sealy Library is its extensive collection of holdings in the social sciences, criminal justice, law, public administration and their related fields (http://www.lib.jjay.cuny.edu/info/). For example, all criminal justice books

from the list of the books to be considered by individual professor for this course are available in the Lloyd Sealy Library.

Library faculty member consulted: _____Professor Ellen Sexton_____

14. Are the current resources (e.g. computer labs, facilities, equipment) adequate to support this course?   _**X**_ Yes

                        ___ No

If not, what resources will be necessary? With whom have these resource needs been discussed?

15. Syllabus:

     < Sample Syllabus Attached>

16. This section is to be completed by the chair(s) of the department(s) proposing the course.

     Name(s) of the Chairperson(s): **Maria (Maki) Haberfeld**

     Has this proposal been approved at a meeting of the department curriculum committee?
     ___No   _X_Yes: Meeting date: March 7, 2011

     When will this course be taught?
             Every semester, starting __**Fall 2012**___
             One semester each year, starting _____
             Once every two years, starting _____

     How many sections of this course will be offered?

     We will offer approximately 5 to 8 sections, depending on the number of enrolled students each semester, limited to maximum of 20 students per course.

     Who will be assigned to teach this course?

     This course will be taught by a variety of full-time and part-time faculty in the LPS department.

     Is this proposed course similar to or related to any course or major offered by any other department (s)?
     _X_No
     ___Yes. What course (s) or major (s) is this course similar or related to?

     Did you consult with department (s) offering similar or related courses or majors?
     ___Not applicable   ___No   _**X**_Yes
     If yes, give a short summary of the consultation process and results.

This course was developed in consultation with the LPS faculty through a departmental survey and in collaboration with members of the department's Curriculum Committee and Curriculum Advisory Panel.

Will any course be withdrawn if this course is approved?
_X_No
___Yes, namely:

Signature (s) of chair of Department (s) proposing this course: Maki Haberfeld
Date: March, 2011

Sample Syllabus Capstone Seminar for the Criminal Justice Bachelor of Science

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

CJBS 4XX

Professor _____
Law and Police Science Department
Tel.: _____
Email: _____
Office Hours: _____

Course description

This capstone seminar is required of all Bachelor of Science in Criminal Justice majors. It gives students the opportunity to integrate the practical and theoretical knowledge and critical thinking skills acquired over the course of their studies within the major into a meaningful culminating experience. Students will participate in debates central to the understanding of the American criminal justice system. Focusing on prominent criminal justice texts, the course will require students to critically examine in depth an original work relative to its social and political context and to the theoretical and empirical literature. Students will also apply and advance theoretical arguments in oral and written form through an in-depth examination of a current or controversial issue of their choosing such as: the use of force by police, plea bargaining, or mass incarceration.

Course objectives

The course focuses on understanding the main theoretical ideas which inform criminal justice researchers, policymakers, and practitioners. There will be a special emphasis on engaging in critical dialogue of these ideas in class. In the second part of the course, a close reading of an influential criminal justice book will facilitate a further exploration of the link between theory and research, drawing on the skills learned earlier in the course, and throughout the program. Finally, the course will also involve a research project which aims to bring together criminal justice-related knowledge, research, and writing skills into a final paper and oral presentation.

Knowledge Objectives:

1. Building on the previous courses in the major, students will have a deeper understanding of frameworks conceptualizing the mechanisms, dynamics, and context of the criminal justice system in the United States
2. Students will demonstrate in-depth knowledge of empirical research relevant to the issues addressed in this course.

3. Students will demonstrate in-depth knowledge of theories relevant to the issues addressed in this course.
4. Students will demonstrate an in-depth understanding of how public discourse shapes the functioning of the criminal justice system.

Performance Objectives:

1. Students will demonstrate the ability to critically evaluate and integrate practical and theoretical knowledge acquired from different criminal justice related courses in a cogent manner in oral and in written format.
2. Students will demonstrate advanced skills in accessing and applying information from primary and secondary sources.
3. Students will demonstrate sensitivity to special populations, such as the disabled, minorities, and other historically disempowered groups.

Texts

1. A criminal justice theory reader, and/or hand-selection of criminal justice readings. Texts should be primary source materials about the main theoretical perspectives in the field of criminal justice

   Kraska, P. & J. Brent (2011). *Theorizing Criminal Justice.* Long Grove, IL: Waveland Press, Inc. [recommended reader; contains excerpts of primary source materials]

2. One major current book about criminal justice issues from the list below to be analyzed and discussed in class

   - Elijah Anderson, "Code of the Streets" (2000)
   - John Braithwaite, "Crime, Shame and Reintegration" (1999)
   - Nils Christie, "A Suitable Amount of Crime" (2004) and "Limits to Pain: The Role of Punishment in Penal Policy" (2007)
   - David Garland, " Culture of Control" (2002)
   - Bernard Harcourt, "Against Prediction: Profiling, Policing, and Punishment in an Actuarial Age" (2006); "Illusion of Order: The False Promise of Broken Windows Policing" (2005)
   - Herman Goldstein, "Problem Oriented Policing" (1990)
   - Randall Kennedy, "Race, crime and the law" (1998)
   - Marc Mauer, "Race to Incarcerate" (2006)
   - Raymond J. Michalowski, "Order, Law and Crime: An Introduction to Criminology" (1985)
   - Jonathan Simon, "Governing through crime," (2007),
   - David A. Weisburd and Anthony A. Braga, "Police Innovation: Contrasting Perspectives" (2006)
   - Franklin Zimring, "The Great American Crime Decline" (2008)

Course requirements

1. *Topic (not graded)*

    In the first month each student needs to decide on one criminal justice issue that will be presented in a term paper and class presentation. The ideas for the topic should come from this or other class taken in the major. Some examples of topics are: racial profiling by police, the aging prison population, consequences of mass incarceration, the debate about the legalization of marijuana and/or other drugs, mandatory prosecution for domestic violence, prisoner reentry, the use of intensive probation for sex offenders, exonerations of the convicted, and deinstitutionalization and diversion of juvenile delinquents and status offenders. Each topic needs to be explored within a theoretical framework discussed in this class.

2. *Quizzes*

    One class each week will start with a short quiz given in the beginning of the class. Each quiz will focus on the reading assigned for this particular day. The highest scores from 5 (out of 8) quizzes will count towards your final grade.

3. *Annotated bibliography assignment*

    Each student will prepare and submit an annotated bibliography of the sources for their final paper. Students will consult sources about their chosen criminal justice topic, but can employ course materials only for the theoretical component of the paper. An annotated bibliography is a list of books or articles that are presented in alphabetical order and explains the topic in an abbreviated form. The bibliography needs to include between 5-8 reputable academic sources such as peer reviewed journal articles, books and edited books. Each entry has to include the author's name, title, etc (APA style) and between 5 to 8 sentences summarizing what the work is about.

4. *Book critique.*

    Each student is asked to write a concise critical review of the book discussed in class, taking into account **its social and political context and the pertinent theoretical and empirical literature**. The essay needs to be 2 pages in length.

5. *Oral presentation.*

    At the end of this course each student is asked to make a presentation of 10-15 minutes about the research topic which is the focus of their final paper.

6. Final paper

Your final paper is your analysis of the current issue in the criminal justice system (selected earlier in the semester; see #1 above) from the perspective of one of the theories utilized in the course. The paper should have a strong thesis statement which outlines what the main argument of the paper will be. It should be followed by both an overview of the relevant issue and theoretical perspective selected. Next, the student needs to critically connect details about the issue to the explanatory concepts of the chosen theory. As an example, a paper could argue against the criminal justice system's use of plea bargaining from a power analysis perspective, using theoretical ideas from the excerpt by Chambliss. Another example would be a paper which argues that mass incarceration is a result of punitive political discourse as theoretically described by Wright. You are asked to cite your approved bibliography (see your annotated bibliography assignment; see #3 above) as well as any additional readings that you decide to use. You need to write a good, concise, thoughtful, scholarly and critical paper between 8 and 10 pages in length, utilizing APA style.

7. Class participation

Class participation is worth 10 percent of the final grade. Many of the classes will primarily involve discussion of the reading rather than merely being composed of a lecture. Students are expected to participate in the class by asking and responding to questions and offering relevant comments and ideas. At all times, students are expected to respect the contributions of others in the class even if they disagree. Any debates are to be intellectual and friendly rather than confrontational and aggressive.

Calculation of the final grade

Assignment	Percent of final grade
Quizzes	20% (4 points each)
Topic	Not graded
Annotated Bibliography	15%
Oral presentation	10%
Final paper	35%
Class participation	10%
Book critique	10%

Policies on cheating and plagiarism

PLEASE NOTE: Cheating and plagiarism are ABSOLUTELY PROHIBITED.

Students in the course should note that the professor adheres to the college's policy on plagiarism, which is stated in the Undergraduate Bulletin. Please review this policy carefully. Plagiarism is a

grave academic offense, one that is punishable by expulsion. You will receive an F in the course if you are caught plagiarizing.

Course Schedule

Week	Assignment
1	**Introduction** 1. Handout(s) of newspaper article(s) about latest official data [such as : Moore, S. (2009, June 1). Despite bleak economy, crime numbers take positive turn. *The New York Times*.] 2. Excerpts from a governmental report (UCR, OJJDP, NIJ)
2	**The Criminal Justice System: Processes and Institutions** (Walker, Bernard, Kraska) **Quiz 1**
3	**Rational/Legal Approach to Criminal Justice** (Beccaria, van den Haag) **Quiz 2** **Topic choices due**
4	**Crime Control vs. Due Process and Rehabilitation vs. Tough on Crime Approach** (Packer, Duff, Hume) **Quiz 3**
5	**Criminal Justice and Power** (Chambliss, Foucault, Garland, Wright) **Quiz 4**
6	**Criminal Justice and the Media** (Zatz, Altheide) **Quiz 5**
7	**Privatization in the Criminal Justice System** (Danziger, Parenti, Davis, Hornqvist) **Annotated Bibliography due**
8	**Diversity in the Criminal Justice System** (Simpson, Wacquant, Chesney-Lind, Russell) **Quiz 6**
9	**Selected Book:** Jonathan Simon, "Governing through crime," (2007) **Quiz 7**
10	**Selected Book** : Jonathan Simon, "Governing through crime," (2007) (cont.) **Quiz 8**
11	**Workshop on oral presentation and final paper** **Book critique due**
12	**Oral presentations – Students present their preliminary findings for the final paper. The presentations are followed by class discussions.**

Week	Assignment
13	**Oral presentations – Students present their preliminary findings for the final paper. The presentations are followed by class discussions.**
14	**Oral Presentations - Students present their preliminary findings for the final paper. The presentations are followed by class discussions.**
TBA	**FINAL PAPER DUE**

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

New Course Proposal Form

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

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

    b**. Date** submitted to Office of Undergraduate Studies: March 2, 2012

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

    Email address(es):   barbour@jjay.cuny.edu
    Phone number(s):   832-217-7007

2. a. **Title of the course**:   Media & Politics

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

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

    _____100 Level   _X_ 200 Level   _____300 Level   _____400 Level

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

    The course should be at the 200 level primarily because the course serves as a broad overview of the political role and impact of the media, one of the key institutions in modern politics. The course focuses on the practices of members of the media (reporters, editors, owners, and others), the relationship between the media and elected officials, and how the relationship between political actors and citizens is "mediated" by the media. These topics build on information students received about public opinion, legislatures, and the media in POL 101 (Introduction to American Government). Further, by having students examine in detail a series of newspaper articles, the course develops their research skills such as close textual analysis and evaluating qualitative evidence. In this way, the course will help prepare students for work in 300- and 400-level courses.

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

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.)

An understanding of the media is important to assess the vitality and vibrancy of democratic political systems. The study of media is a study of how citizens learn about their government and how elected officials and candidates present themselves and their actions to citizens. The course considers the actions and interplay of the goals of producers of media content (reporters, producers, bloggers, editors and owners—both private and public) and elected officials, candidates, and parties and their relationship with citizens. The course considers how this relationship is different across different countries and across time, and how the development of internet and social media are changing these relationships. The course also examines how well or poorly contemporary media systems serve democracy, asking whether they provide the information citizens need to make informed choices about their government. The study of media and politics helps students to examine the media they consume and to think critically about the messages and potential effects of that media.

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):

POL 101
ENG 101

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

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

_____ No

X_____ Yes. If yes, then please provide:

   a. Semester(s) and year(s): Spring 2010
   b. Teacher(s):   Arbour
   c. Enrollment(s):   35
   d. Prerequisites(s):   POL 101

   N.B. Prof. Arbour taught New Media & Politics as a special topics course in Spring 2008.

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

The study of the media is one of the foundational elements in the study of political science. Contemporary introductory textbooks of either American politics, comparative politics, or

the politics of a particular country or region invariably include a either a full chapter on the role of the media in our political system, or a detailed discussion of the role of the media in chapters on public opinion and/or campaigns and elections.

Why is the study of media so important in political science? An understanding of the media is important to assess the vitality and vibrancy of a democratic political system. The study of media is a study of how citizens learn about their government and a study about how elected officials and candidates present themselves and their actions to citizens. The relationship between citizens and politicians is *mediated*—that is, the media stand between citizens and politicians and provide an information flow between the two. In addition, the media serve as watchdogs of government corruption, and as skeptics of the statements of elected officials. As such, they filter the statements of elected officials for citizens.

This course fills an important gap in the offerings of our department. We currently do not have a course on the vital topic of the media. Courses on the role of the media are a staple of other political science departments here at CUNY, and across the country.

9. **Course learning objectives:**

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

Students will:

1. Demonstrate basic knowledge of contemporary media politics, including the effect of technology on media and the relationship between the media and politics in historical and comparative context.

2. Understand, in the context of the broader political system, the role and operations of the media, and the practices, routines, assumptions, biases and roles of media practitioners, and the political implications of these operations.

3. Explain the media strategies employed by candidates, elected officials, and interest groups, emphasizing how the use of new media is changing these strategies.

4. Identify the positive and negative effects of the practices of media politics for contemporary democracy, explaining the relationship between media practitioners, politicians, and citizens.

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

Students will be able to:

1. Critically analyze contemporary media coverage to understand not just content, but also how an issue is covered. Through critical analysis, students will assess the underlying values expressed in news coverage, as well as the framing, objectivity, and depth of coverage.

2. Write cogent arguments analyzing the role of the media as an element of democratic politics and electoral behavior.

c. Information literacy objectives:

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

In the version of the course elaborated in the attached syllabus, the major project in the course asks students to read contemporary news coverage from a major newspaper (i.e. *New York Times*, *Wall Street Journal*, etc.) and an assigned website over a period of time. They will collect articles on a topic of particular interest (e.g. health care, the economy, the war on terror, etc.), and read each article critically to assess how the issue is covered. Students will write a paper that compares and contrasts the coverage of this issue between the two media sources.

Smaller assignments will ask students to read contemporary newspaper articles, to assess the presence of particular values, and to examine the ways articles are framed.

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

In the version of the course elaborated in the attached syllabus, the major project asks students to read a major newspaper and a website or blog. The instructor will assign the website to the students (after learning their preferred topic). The instructor will provide the URL for the website.

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

Small assignments on contemporary news coverage will be given in the first half of the semester. Assignments complement readings which provide detailed definitions and explanations of technical terms in the literature.

The major project will be assigned in the week after Exam 1. The assignment sheet includes detailed instructions on how to analyze news coverage.

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

The course will contribute to three of the five learning objectives of the Political Science Department.

1. *Students will demonstrate knowledge of the major subfields of political science*
   Media is one of the key subjects in both Comparative and American Politics, two of the subfields in our Department.

   In the sample syllabus that follows, the course focuses primarily on American politics. Students will bring their own knowledge to the course shaped by their experience in the

American media system, and from knowledge acquired in POL 101. By focusing on the practices of contemporary media and the relationship of the media to citizens and to elected officials, the course touches on important themes in the study of public opinion, campaigns and elections, and political communication, in addition to examining some issues with the Presidency and Congress. Further, the course asks students to assess the role of contemporary media politics in democracy. Doing so in an American context asks students to use their factual knowledge of these particular elements of American politics and their own understanding of the norms and values of American politics to make an argument regarding how well or poorly contemporary media politics meets these goals.

2. *Students will demonstrate the ability to write effectively and engage in intellectually grounded debate and form and express cogent arguments*
Writing assignments in the course ask students to critically read newspaper articles and website postings to assess not only content, but how an issue is covered.

3. *Students will become knowledgeable citizens capable of reasoned judgments on contemporary political issues and ideas*
An important theme of the course is the role of media in democracy. In addition, the course covers other important contemporary political issues, such as the quality of information presented to citizens, the information biases of the media, and the media strategies of candidates and office holders.

e. Assessment:
How will students demonstrate that they have achieved these course objectives?

The learning objectives will be assessed primarily through the course's two exams. The exams will be a combination of multiple choice questions to assess factual knowledge and essay questions to assess the ability to analyze course materials and develop an argument. The first exam will focus on objectives 1 and 2. The second exam will focus on objectives 3 and 4.

Performance objective 1 will be assessed through a series of homework assignments given throughout the semester.

Performance objective 2 will be assessed through the course's major project, which asks students to compare contemporaneous coverage by the *New York Times* and an assigned new media source on an important contemporary issue.

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

In the version of the course presented in the attached syllabus, students will write one directed research paper. The paper will ask students to compare how an "old" and a "new" media source contemporaneously cover the same issue. Students will propose an issue to

examine. Examples from the experimental offerings of the course include the economy, health care, Iraq, Afghanistan, and homeland security. The instructor assigns the students a major newspaper (usually the *New York Times* or *Wall Street Journal*) and a blog or website that specializes in that issue.

Students will track coverage of their issue for one month. They will then write a 1200-1500 word paper contrasting coverage of the issue in the two different media sources. The assignment will ask students to assess how often the issue is covered in each source, whether the two sources seem objective on the issue, and which sources or authorities are quoted in each source.

To assist in the writing process, the course requires two brief "interim reports" during the semester. One will discuss issue coverage from the "old media" outlet. The second will discuss coverage from the "new media" outlet.

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

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

_____No

_X__Yes. If yes, please give some examples.

Baum, Matthew A. & Tim J. Groeling. 2010. *War Stories: The Causes and Consequences of Public Views of War.* Princeton, NJ: Princeton University Press

Cassino, Dan & Yasemin Besen-Cassino. 2009. *Consuming Politics: Jon Stewart, branding, and the Youth Vote in America.* Madison, NJ: Fairleigh Dickinson University Press.

Farnsworth, Stephen J. & Robert Lichter. 2003. *Nightly News Nightmare: Network Television's Coverage of US Presidential Elections, 1988-2000.* Lanham, MD: Rowman & Littlefield

Iyengar, Shanto & Jennifer McGrady. 2007. *Media Politics: A Citizens Guide.* New York: WW Norton.

Kenski, Kate, Bruce W. Hardy & Kathleen Hall Jamison. 2010. *The Obama Victory: How Media, Money and Message Shaped the 2008 Election.* New York: Oxford University Press.

Moy, Patricia. 2000. *With Malice Toward All? The Media and Public Confidence in Democratic Institutions.* Westport, CT: Prager.

Vermeer, Jan Pons. 1987. *Campaigns in the News: Mass Media and Congressional Elections.* New York: Greenwood Press.

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

_____No

_X_ Yes. If yes, please name them.

CQ Weekly

Custom Newspapers

ICPSR (American National Election Study)

Lexis-Nexis Academic

National Newspaper Index

New York State Newspapers

New York Times Historical File

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

Fallows, James. 1996. *Breaking the News: How the Media Undermine American Democracy.* Vintage Books.

Fallows, James. 2006. *Blind into Baghdad: America's War in Iraq.* Vintage Books.

Farnsworth, Stephen J. & S. Robert Lichter. 2010. *The Nightly News Nightmare: Media Coverage of US Presidential Elections, 1988-2008.* Lanham, MD: Rowman & Littlefield. *N.B.* The library owns the first edition of this book, but with the massive changes in the media environment over the past decade, the book has changed greatly.

Gore, Al. 2007. *The Assault on Reason.* New York: Penguin.

Prior, Markus. 2007. *Post-Broadcast Democracy: How Media Choice Increases Inequality in Political Involvement and Polarizes Elections.* Cambridge University Press.

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

_____ No

_X_ Yes. If yes, please name them.

One assignment will ask students to examine newspaper coverage across time. They will be assigned to the research the *New York Times* Historical File, which is available from the library.

The Media chapter of *Vital Statistics in American Politics*, which is available to us via our subscription to the CQ Press Electronic Library, is very helpful for lecture materials, and basic research on media usage.

Name of library faculty member consulted: Kathleen Collins

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

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

 X Yes

13. **Syllabus**

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

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

Attached at bottom.

14. Date of **Department curriculum committee** approval:

15. **Course offerings**

a. When will this course be taught?

Every semester, starting _____

One semester each year, starting _____

One semester every two years, starting __2012_____

    b.   How many sections of this course will be offered? _1___

    c.   Who will be assigned to teach this course?

Brian Arbour

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

    _X__No

> While the college has a rich set of offerings on the media in various departments, this course focuses on the role the media plays in the relationship between political actors and citizens. As such, it is distinct in the college's offerings.

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

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

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

> A copy of this proposal and syllabus was forwarded to Seth Baumrin, chair of the Communications and Theatre Arts Department, by Harold Sullivan, chair of the Political Science Department. Sullivan reports that Baumrin sought no further clarification or consultation on this course.

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

    _X__No

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

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

Name(s): Harold Sullivan

Date of approval: November 18, 2011

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

        ___No

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

        Political Science major. The course is an elective in Concentration C in the major. Students who choose Concentration C must take courses in the concentration and Media Politics will serve as one of these courses.

        The course will also be part of the electives for the Journalism Minor and its addition has been approved by Prof. Alexa Capeloto, the minor coordinator.

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

POLITICAL SCIENCE 2XX

Media & Politics
Semester
Section: YY Code: ZZ
Class time
Classroom

Professor Brian Arbour
Office: North Hall 3258
Phone: 646-557-4616
E-mail: barbour@jjay.cuny.edu
Office Hours: TBA

Course Description

How do we learn about politics? With rare exceptions, we learn about political events through television, radio, newspapers, and the internet. In other words, we learn about politics through "the media." The media has played a vital role in American politics from the publication of the Federalist Papers in the newspapers of the new republic, to today, when the "blogosphere" is challenging the role of "the media elite" in presenting news to the American public. It is difficult to comprehend American politics without understanding the role of the media.

This course provides an overview of the media's role in American public life. We examine this role in three parts. We
  1. consider the *practitioners* of American media, examining the norms that journalists adopt, and how these norms are challenged by the profit motives of our corporate media, and from the opinionated challenge of new media.
  2. examine how media affects the way *politicians* communicate with citizens. We assess how changes in media technology over time have affected how politicians communicate with citizens, and how new media is re-shaping the actions of politicians in the current day.
  3. Assess the effect of media on the *polis*. That is, we ask what affect our media politics has on the conduct of politics in the United States, and how well our media politics provides information that citizens need to make informed choices about their government.

Learning Objectives

1. Demonstrate basic knowledge of the structure of the American system of contemporary media politics, including the effect of technology on media and the relationship between the media and partisans politics, in historical and comparative context.

2. Understand the practices, routines, assumptions, biases and roles of media practitioners.

3. Explain the media strategies employed by candidates and officeholders, emphasizing how the use of new media is changing these strategies.

4. Discuss the positive and negative effects of our system of media politics for American democracy, explaining the relationship between media practitioners, politicians, and citizens.

5. Critically read contemporary media coverage to understand not just what is written, but also how an issue is covered. Critical reading will ask students to assess the underlying values expressed in news coverage, the framing of coverage, objectivity, and depth of coverage.

Approved by UCASC, Feb 24, prepared for College Council, March 29, 2012

6. Develop and write a cogent argument analyzing the role of the American media system as an element of our democratic government.

Course Readings

I & McG   Iyengar, Shanto & Jennifer McGrady. 2006. *Media Politics: A Citizen's Guide.* New York: W.W. Norton & Company. ISBN: 0-393-92819-5

E-Res   Readings posted on John Jay's "E-Reserve" system,
*   You can access these readings via the Library's webpage

Current Event Readings

It should come as no surprise that in a class called Media and Politics, you are expected to keep up with political news. Reading a newspaper is the best way to do this. Our discussions in class will frequently touch on current events, often as a way to illustrate a concept from lecture or a reading. Not only will regularly consuming the news bring course material to life, it will undoubtedly make the class more interesting. (And as a non-trivial side benefit, being a news junkie invariably gives you interesting things to talk about at parties when you find yourself in a conversation that has lapsed into awkward silence.)

You are free to read (in print or online) any paper(s) of your choosing, with the following limitation. You need to choose a news source that includes frequent coverage of national politics. The following are a few suggestions, any of which are excellent sources of political news:
The New York Times: www.nyt.com (requires free online registration; first 20 articles per month are free; after that, a paid online subscription is necessary)
The Wall Street Journal www.wsj.com (requires paid online subscription)
The Los Angeles Times www.latimes.com
The Washington Post www.washingtonpost.com (requires free online registration)
Real Clear Politics www.realclearpolitics.com (a clearinghouse site for opinions and news about daily political events)

Blackboard

Our course has a webpage available on John Jay's Blackboard system. You can access Blackboard via "Web Tools" section of the John Jay website (www.jjay.cuny.edu). Blackboard allows for an easy method to e-mail the entire class (both for you and for me). These e-mails will go to your John Jay e-mail account, which you should check on a regular basis.

Grading

		Scale:		
Exam # 1 (date)	100 points		A	450-500 points
Exam # 2 (date)	100 points		B	400-449 points
Paper—Old vs. New Media	100 points		C	350-399 points
Interim Report: Old Media Coverage	20 points		D	300-349 points
Interim Report: New Media Coverage	20 points		F	0-299 points
Rough Draft	20 points			
Homework Assignments	100 points			
In Class Participation	40 points			
Course Total	*500 points*			

Approved by UCASC, Feb 24, prepared for College Council, March 29, 2012

<u>Exams</u> will consist of multiple choice and vocabulary matching questions from the readings and lectures and short answer questions that focus on the important concepts of the course.

N.B.: There are questions on the exams that come directly from the readings that are not covered during class.

<u>Paper—Old vs. New Media</u>: Each student will write a 1200-1500 word paper analyzing the coverage of a particular issue in an "old media" outlet (newspaper or network television) and in a "new media" outlet (website or blog).

To assist in the writing process, I am requiring two brief "interim reports" during the semester. One will discuss issue coverage from your "old media" outlet. The second will discuss coverage from your "new media" outlet.

<u>Homework Assignments</u> will be given out several times during the semester. I will distribute the assignments in class. The assignments will ask you to examine how concepts from the readings and lectures are employed in contemporary media coverage.

<u>Participation</u> is vital in this course. I also expect students to participate in class discussions, by contributing their ideas and thoughts over the course of the semester, especially when I throw the floor open to opinions on the topics we cover.

To receive any points for class participation, students should comment occasionally on class issues, particularly when I ask for opinions on current events or issues of what our government should look like. Students who receive the middle level of participation points are those that contribute to the class only periodically, and their contributions do not reflect that they have read the course material in great depth. Students who do well on the participation grade make contributions that teach other students in the course. They do this by asking intelligent questions frequently and contributing discussions in ways that demonstrate that they understand and comprehend the course readings.

Both quantity and quality are important. Quantity is important because I cannot give you a good grade on participation if your participation is zero. But quantity is not sufficient to receive full credit. The quality of your contributions to the class will determine your participation grade.

Course Policies and Procedures

<u>Lateness</u>. Don't turn in things late. But I suspect you know this.

For each 24 hours, or any portion thereof, that you are late turning in an assignment, you will lose 10 points off the grade on that paper. So if a paper is due in class on Tuesday, and you turn in a paper for class on Thursday, you are two days late, and your grade starts at an 80.

<u>Makeup Exams:</u> Students should make every effort to attend the exam sessions. If you cannot make the exam period, you have the obligation and responsibility to inform me as soon as you are aware that you cannot make the exam (since you have my e-mail and office phone number, there is no reason you cannot contact me promptly). In simpler terms, I should hear from you <u>before</u> the exam.

I will consider prompt requests and do require appropriate documentation (i.e. a doctor's note). If a makeup exam is offered, it will be a different exam than the regular exam.

E-mail Submissions: I do not accept papers via e-mail. Please do not e-mail me an assignment, as it will not count. There are **no exceptions** to this policy.

Respect for Others and their ideas is vital for learning. In this course, another student (or perhaps the instructor) will say something that you disagree with strongly. In any classroom situation that includes discussion and critical thinking, particularly about political ideas, there are bound to be many differing viewpoints. Students may not only disagree with each other at times, but the students and instructor may also find that they have disparate views on sensitive and volatile topics. I think this is great. True learning happens not when others simply nod in agreement, but when the assumptions behind your ideas are challenged. You should responsd to such a challenge by using logic and evidence to stand behind your point, adapting to the valid points raised about your position. I strongly encourage debate and disagreement in this course because they are important to the learning process.

It is important for you to know that your grades will not be adversely affected by any beliefs or ideas expressed in class or in assignments. Rather, we will all respect the views of others when expressed in classroom discussions.

Respect for others includes contributing to an environment conducive for learning. As such, you should not bring your cellular phone to class. Thus, if you are text messaging in class, you are violating class rules. Thus, I will ask you to leave the class. If you do bring your phone, turn it off before class starts. Finally, if your phone does ring, please do not answer it in class. Do turn it off promptly.

Cheating will of course not be tolerated. According to the John Jay College policy on cheating, "Students are prohibited from using books, notes, and other reference materials during examinations except as specifically authorized by the instructor. Students may not copy other students' examination papers, have others take examinations for them, substitute examination booklets, submit papers written by others, or engage in other forms of academic dishonesty."

Cheating, of course, includes plagiarism. John Jay College uses the CUNY Policy on Academic Integrity, which defines plagiarism as "the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation.

Students who violate either of these policies will be punished to the fullest extent possible. At a minimum, a student who cheats or plagiarizes should expect, at a minimum, to receive a 0 for the assignment in question, and in most cases will receive an F for the course.

Students with Disabilities should inform the Professor promptly (i.e. during the first week of class) about their status. I will make the appropriate accommodations, in accordance with the guidelines established by the Disability Services Office.

Course Readings

N.B. I reserve the right to alter these readings with new readings as current events warrant.

Class 1: Welcome, Objectives & Expectations

UNIT #1: INTRODUCTION TO THE MEDIA

Class 2: What are Media and Why Do *They* Matter?
  ❖ *I & McG* Chapter 1 "Introduction: Image is Everything."

Class 3: Media, Government and Politics
  ❖ E-Res Graber, Doris A. "Media Power and Government Control" from Graber, Doris A. 2006. *Mass Media and American Politics*. 7th ed. Washington, DC: CQ Press. pp.1-30.

Class 4: American Media in Comparative Context
  ❖ *I & McG* Chapter 2 "The Press and the Democratic Process: The American System in Comparative Perspective."
  ❖ Assignment 1—Public vs. Private Media—Handed Out

Class 5: American Media History
  ❖ E-Res Schudson, Michael & Susan E. Tifft, "American Journalism in Historical Perspective," from *The Press*, Geneva Overholser & Kathleen Hall Jamieson, eds. New York: Oxford University Press. pp. 17-47
  ❖ Assignment 2—Contemporary vs. Historical Media—Handed Out

Class 6: The Form and Practice of American Media
  ❖ *I & McG* Chapter 4 "Reporters, Official Sources, and the Decline of Adversarial Journalism."
  ❖ Assignment 1 Due

Class 7: News Routines
  ❖ E-Res Bennett, W. Lance. 2007. "How Journalists Report the News," from Bennett, W. Lance. *News: The Politics of Illusion*. 7th ed. New York: Pearson Longman. Pp 153-185—E-Res
  ❖ Assignment 2 Due

UNIT #2: PRACTITIONERS OF MEDIA

Class 8: Big Media
  ❖ I & McG Chapter 3. "The Media Marketplace: Where Americans Get Their News."
  ❖ E-Res Auletta Ken. 2007 "Tune in Yesterday: The Making of Broadcast Television." *The New Yorker*. April 30.

Class 9: New Media
  ❖ *I & McG* Chapter 5. "The Rise of New Media."
  ❖ E-Res Pew Research Center, "Internet's Broader Role in Campaign 2008," pp 1-13.

❖   Assignment 3—Old vs. New Media—Handed Out

Class 10:   Gathering the News
- ❖   E-Res   Gans, Herbert J. 1979. "Deciding What's News." New York: Pantheon. Chapter 2 ("Values in the News"), pp. 39-55.
- ❖   Assignment 4—Values in the News—Handed Out

Class 11:   Biases in News (Hint, they're not what you think)
- ❖   E-Res   Bennett, W. Lance. 2007. News: The Politics of Illusion, 7th ed. New York: Pearson Longman. Chapter 2 ("News Content: Four Information Biases that Matter"), pp. 36-73.
- ❖   E-Res   Auletta, Ken. 2005. "Fault Line." The New Yorker. October 10.
- ❖   *Paper Topic Due to Prof. Arbour*
- ❖   Assignment 3 Due

Class 12:   New Media, Version 1.0
- ❖   E-Res   Auletta, Ken. "Vox Fox: How Roger Ailes and Fox News are Changing Cable News, *The New Yorker.* May 26, 2003.
- ❖   E-Res   Bowman, James. "The Leader of the Opposition," *National Review.* September 6, 1993.
- ❖   E-Res   Rosenstiel, "The Myth of CNN," *The New Republic.*
- ❖   Assignment 4 Due

Class 13:   New Media, Version 2.0 (the Web, Facebook, Twitter, etc.)
- ❖   E-Res   Readings TBA

Class 14:   Exam 1

UNIT #3: POLITICIANS

Class 15:   Campaigning Through the Media
- ❖   I & McG   Chapter 6 "Campaigning Through the Media."
- ❖   *Paper—New Media Source Assigned by Professor Arbour*

Class 16:   Campaigning Through the Media in Real Life
- ❖   E-Res   Trippi, Joe. "Part III: Seizing Power in the Internet Age" from Trippi, Joe. 2004 *The Revolution Will Not Be Televised.* New York: Regan Boooks. pp. 201-236.—E-Res
- ❖   E-Res   "Winning the Media Campaign: How the Press Reported the 2008 General Election." Report of the Project for Excellence in Journalism

Class 17:   Governing Through the Media.
- ❖   *I & McG*   Chapter 7. "Going Public: Governing Through the Media."

Class 18:   Shaping the Agenda
- ❖   E-Res   Baumgartner, Frank R., Bryan D. Jones, and Beth L. Leech. 1997. "Media Attention and Congressional Agendas." In Shanto Iyengar and Richard Reeves (eds.), *Do the Media*

*Govern?.*Thousand Oaks, CA: Sage Publications. pp. 349-363.—
E-Res.

❖   E-Res   Sharkey, Jacqueline E. 2003. "The Television War." *American Journalism Review.* May.

❖   *Paper*—Interim Report on New Media Due

UNIT #4: THE *POLIS*

Class 19:   The Media as Agenda Setter

❖   E-Res   Bosso, Christopher. 1989. "Setting the Agenda: Mass Media and the Discovery of Famine in Ethiopia." In Michael Margolis and Gary A. Mauser (eds.), *Manipulating Public Opinion: Essays on Public Opinion as a Dependent Variable.* Pacific Grove, CA: Brooks/Cole Publishing. pp. 153-174.—E-Res.

❖   E-Res   Iyengar, Shanto, Mark D. Peters, and Donald R. Kinder. 1982. "Experimental Demonstrations of the 'Not-So-Minimal' Consequences of Television News Programs." *American Political Science Review* 76(4): 848-858.

Class 20:   The Media as Referee

❖   E-Res   Lawrence, Regina G. 2000. "Game-Framing the Issues: Tracking the Strategy Frame in Public Policy News." *Political Communication* 17: 93-114.

❖   E-Res   Iyengar, Shanto, Helmut Norpoth, and Kyu S. Hahn. 2004. "Consumer Demand for Election News: The Horse Race Sells." *Journal of Politics* 66(1): 157-175.

❖   *Paper*—Interim Report on Old Media Due

❖   Assignment 5—Frames in News Converage—Handed Out

Class 21:   The News & Public Opinion

❖   *I & McG*   Chapter 8. "News and Public Opinion."

Class 22:   Catch-Up Day

❖   Assignment 5 Due

Class 23:   Media Effects?

❖   E-Res   Zaller, John. 1992. *The Nature and Origins of Mass Opinion.* Cambridge: Cambridge University   Press. pp. 6-28.—E-Res.

❖   E-Res   Zaller, John. 2001. "Monica Lewinsky and the Mainsprings of American Politics." In W. Lance Bennett and Robert M. Entman (eds.), *Mediated Politics: Communication in the Future of Democracy.* New York: Cambridge University Press. pp. 252-278.—E-Res.

Class 24:   Media & Campaigns

❖   *I & McG*   Chapter 9 "Campaigns that Matter."

❖   E-Res   Patterson, Thomas E. 1994. *Out of Order.* New York: Vintage. Prologue and Chapter 1 ("Truth and Falsehood on the Campaign Trail," "The Miscast Institution"). pp. 3-52.—E-Res.

❖   *Paper*—Rough Draft Due

Class 25:   New Media and Changing Democracy
- ❖   E-Res   Prior, Markus. 2005. "News vs. Entertainment: How Increasing Media Choice Widens Gaps in Political Knowledge and Turnout." *American Journal of Political Science* 49(3): 577-592.
- ❖   E-Res   Baum, Matthew A. 2007. "How Soft News Bring Policy to the Inattentive Public. In Doris Graber (ed.), Media Power in Politics, 5th ed. Washington, DC: CQ Press. Pp. 138-153
- ❖   E-Res   Lawrence, Eric, John Sides and Henry Farrell. Forthcoming. "Self-Segregation or Deliberation? Blog Readership, Participation and Polarization in America. *Perspectives on Politics.*

Class 26:   Media & Democracy
- ❖   E-Res   Gore, Al. "Introduction," "Democracy in the Balance," and "A Well-Connected Citizenry," from Gore, Al. 2007. *The Assault on Reason.* New York: The Penguin Press. pp. 1-22, 215-270.
- ❖   E-Res   Brooks, David. 2007. "The Vulcan Utopia," *New York Times.* May 29.

Class 27:   Whither the Media
- ❖   *I & McG*   Chapter 11. "Evaluating Media Politics."
- ❖   E-Res   Fallows, James. 1996. "Why Americans Hate the Media, *The Atlantic.* February.

Class 28:   Wrap-Up
- ❖   *Paper*—Final Draft Due

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

Course Revision Form

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

Please complete every item and submit this form to the Office of Undergraduate Studies via email to kkilloran@jjay.cuny.edu.

Date Submitted: January 25, 2012

1. Name of Department or Program: Gender Studies Program

2. Contact information of proposer(s):

>   Name(s): Katie Gentile
>   Email(s): kgentile@jjay.cuny.edu
>   Phone number(s): 212-237-8110

3. Current number, title, and abbreviated title of course: **GEN 205 Gender and Justice**
>   (Abbreviated title can be found on SIMS) – Gender and Justice

4. Current course description:

This course will examine assumptions about gender and sexuality and the ways that various institutions such as nation-states, transnational NGOs, religions, communities, and families reinforce and/or punish people who challenge these images. The course will also address the power held by governing institutions, particularly in the area of justice, social and criminal, and the ramifications this power holds for individuals and communities. Students taking this course will better understand the ways that gender, sexuality, class, and race interact with social institutions and norms throughout the world.

>   a. Number of credits and hours: 3 credits, 3 hours

>   b. Number of class hours (please specify if the course has lab hours): 3 (no lab hours)

>   c. Current prerequisites: ENG 102/201, GEN 101

5. Describe the nature of the revision:

This revision amends the prerequisites to add Anthropology/Psychology/Sociology 210, Sex and Culture as an alternative prerequisite in addition to GEN 101. The course is also being

added to the electives for the certificate program and minor in Dispute Resolution (see approval from Prof. Maria Volpe below).

6. Rationale for the proposed change(s):

This course has been offered 2 times (spring 2011 - 5, 2012 – 8 as of January 25). The course is listed as an elective in the Humanities and Justice Major, and is being considered as an elective for the Conflict Resolution certificate and minor. Although there is high interest in the class - each semester the program director receives a number of inquiries from students in other majors wanting to take it – because the Gender Studies Program is relatively new and the GEN 101 sections fill early, many students who are interested in the class cannot take it.

This would enable more students who are interested in gender and Justice to take the class. Anthropology 210, Sex and Culture, has content overlap with GEN 101 and similar learning objectives. Both courses help students reflect on and challenge their assumptions about culture, sex, gender and sexuality. Both look critically at cultural constructions of these identities and offer historical and cross-cultural contexts for their development. Although ANT 210 focuses primarily on ethnographic methods, it includes interdisciplinary readings and the introduction of other methods. Because ANT 210 does not contain all the gender theory content we would like a student enrolled in GEN 205 to have, we will add a review of important theories and methods to GEN 205 to ensure a common base of gender studies knowledge.

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

    a. Revised course description: N/A

    b. Revised course title: N/A

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

    d. Revised number of hours: N/A

    e. Revised prerequisites: **ENG 102/201, GEN 101 or ANT/PSY/SOC 210**

8. Enrollment in past semesters: Spring 2011 – 5 students, Spring 2012 – 8 students

9. Does this change affect any other departments?
    _____ No
    ___X__ Yes
    What consultation has taken place?

    We have reached out to Ric Curtis (Chair of Anthropology) and Prof. Shonna Trinch (the primary professor for ANT 210) and both agreed to the change.

10. Date of Department or Program Curriculum Committee approval: January 2012

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

Katie Gentile, Director, Gender Studies Program

Email from Prof. Maria Volpe on Monday, February 20, 2012:

I approve the addition of GEN 205 Gender and Justice to the elective course section of the program and minor in Dispute Resolution.

Best, Maria

Maria R. Volpe, Ph.D.
Professor, Department of Sociology
Director, Dispute Resolution Program
Director, CUNY Dispute Resolution Consortium

John Jay College of Criminal Justice - CUNY
899 Tenth Avenue, Suite 520
New York, New York 10019
Tel. 212-237-8693
Fax. 212-237-8901
mvolpe@jjay.cuny.edu
http://johnjay.jjay.cuny.edu/dispute

Approved by UCASC, Feb 24, prepared for College Council, March 29, 2012

February 24, 2012

To: John Jay College Undergraduate Curriculum and Standards Committee

From: David Barnet, Director of Educational Partnerships

RE: **Re-articulation of College's '2+2' Joint Degrees in Criminal Justice with CUNY's Six Traditional Community Colleges**

<u>**Overview**</u>**:**

John Jay College offers six "dual admission / joint degree" programs in Criminal Justice with our six CUNY community college partners. At present there are more than 6,000 students enrolled in these jointly-operated programs, representing roughly 90% of total enrollment in the CUNY Justice Academy.

Student who complete the full 120 credits of our joint degrees in Criminal Justice earn a John Jay College Bachelor of Arts in Criminal Justice. However, the curriculum of this John Jay B.A. program is being phased out of existence beginning fall 2012. These changes to the College's two Criminal Justice programs, approved by UCASC several months ago, necessitate a revision of the dual admission / joint degree programs we operate in conjunction with our institutional partners.

This document is intended to plainly describe a proposal for the re-articulation of our existing Criminal Justice joint degrees, such that the baccalaureate diploma that is awarded to successful students is John Jay College's new Bachelor's of Science. The revision it contemplates is intended to ensure that the type of educational opportunity envisioned during the development of the existing curriculum is preserved to the fullest extent possible as John Jay's new Criminal Justice degrees are rolled out this fall.

Briefly, the changes are as follows:

- Degree awarded by John Jay is being changed from the B.A to the B.S.
- Courses are being modified to align with the newly approved version of the CJBS degree, i.e. revised version of CJBS 101, PSC 101, COR 101.
- New courses are being added to JJC portion: CJBS 250 Statistics and Research Methods in CJ, CJBS 300 Criminal Justice: Theory to Practice, CJBS 4XX (415) Capstone Seminar.
- The three-part structure of 'Core Requirements,' 'Diversity,' and 'Distribution Areas' of the New JJC CJBS replaces the five-part structure ('Core Courses,' 'Criminal Justice Institutions,' 'Skills,' 'Concentration of Choice,' and 'Humanistic Perspectives') of the old JJC B.A.
- Please note: No changes are being made to the general education curriculum of the partnerships at this time.

Change in Baccalaureate Degree:

From	To
Borough of Manhattan Community College A.A./~~B.A.~~ in Criminal Justice	*Borough of Manhattan Community College* A.A./**B.S.** in Criminal Justice
Bronx Community College A.A./~~B.A.~~ in Criminal Justice	John Jay College of Criminal Justice A.A./**B.S.** in Criminal Justice
Hostos Community College A.A./~~B.A.~~ in Criminal Justice	John Jay College of Criminal Justice A.A./**B.S.** in Criminal Justice
Kingsborough Community College A.A./~~B.A.~~ in Criminal Justice	John Jay College of Criminal Justice A.A./**B.S.** in Criminal Justice
LaGuardia Community College A.S./~~B.A.~~ in Criminal Justice	John Jay College of Criminal Justice A.A./**B.S.** in Criminal Justice
Queensborough Community College A.S./~~B.A.~~ in Criminal Justice	John Jay College of Criminal Justice A.A./**B.S.** in Criminal Justice

Rationale:
The College's new B.S. in Criminal Justice is far more similar to the B.A. being phased out than is the College's new B.A. The new B.S. is, in the words of the proposal for its creation, "intended for students who seek a career in criminal justice and would like to explore the field of criminal justice from a policing, courts and corrections perspective." To some degree in contrast, the new B.A. seeks to prepare majors for advanced study in the field, with particular emphasis on the development of research skills that will serve majors well in Masters or Ph.D. programs.

The expectation at John Jay is that the new B.S. will enroll much more robustly than the new B.A. The same pattern of student preference would be expected from students who begin their study of Criminal Justice at our community college partner campuses. Hence re-articulation to the new B.A. has not been regarded as a viable option either here or at our community college partners.

By re-articulating the joint degree Criminal Justice programs to the College's fall-2012 model B.S., however, we do <u>not</u> foreclose to program transfers the option of pursuing the fall-2012 model B.A. All students in the program are at liberty to change their major upon arriving at John Jay. Any students wishing to pursue the B.A. major will be advised of the various program requirements and of the implications of these for a graduation timeline. We expect few students to take that path, but will welcome all who do.

<u>**New Curriculum:**</u>

Borough of Manhattan Community College

PART ONE. CORE REQUIREMENTS   Subtotal: 24
Required:

Criminal Justice BS 101 Introduction to the American Criminal Justice System (**taken at BMCC**)
Corrections 101 Introduction to Corrections (**taken at BMCC**)
Police Science 101 Introduction to Police Studies (**taken at BMCC**)
Law 203 Constitutional Law
Sociology 203 Criminology
Criminal Justice BS 250 Research Methods and Statistics for Criminal Justice
Criminal Justice BS 300 Criminal Justice: Theory to Practice
Criminal Justice BS 415 Capstone Seminar in Criminal Justice

PART TWO. DIVERSITY   Subtotal: 3
Select one
Police Science 202 Police and Community Relations
Police Science 235 Women in Policing
Law 313/Political Science 313 The Law and Politics of Race Relations
Law 340 Employment Discrimination Law, Affirmative Action and Police Organization
Corrections 320 Race, Class and Gender in a Correctional Context
Criminal Justice 420/Sociology 420 Women and Crime

PART THREE. DISTRIBUTION AREAS   Subtotal: 9
Select three courses, one from each of categories A through C (and at least two must be at the 300-level or higher)

Category A. Police
Select one
Criminal Justice 255 Computer Applications in Criminal Justice
Criminal Justice 425 Major Works in Criminal Justice
Criminal Justice 321/Philosophy 321 Police Ethics
Criminal Justice 420/Sociology 420 Women and Crime
Police Science 201 Police Organization and Administration
Police Science 207 The Investigative Function
Police Science 227 Police Training Programs: Goals, Content and Administration
Police Science 390 Internship
Police Science 405 Organized Crime in America
Police Science 415 Seminar in Terrorism
Police Science 3XX Police and the Media (currently being taught experimentally)

Category B. Law and Courts
Select one

Approved by UCASC, Feb 24, prepared for College Council, March 29, 2012

Criminal Justice 322/Philosophy 322 Judicial and Correctional Ethics
Law 202 Law and Evidence
Law 206 The American Judiciary
Law 209 Criminal Law (**elective option at BMCC**)
Law 212 The Criminal Process and Code of Criminal Procedures
Law 301 Jurisprudence
Law 401 Problems of Constitutional Development
Law 259/Political Science 259 Comparative Criminal Justice Systems
Law 310/Philosophy 310 Law and Ethics
Law 420/Public Administration 420 Contemporary Administration of Justice

Category C. Corrections
Select one

Corrections 201 The Law and Institutional Treatment
Corrections 202 Administration of Correctional Programs for Juveniles
Corrections 282 Principles of Correctional Operations
Corrections 303 Comparative Correction Systems
Corrections 310 Internship
Corrections 320 Race, Class and Gender in Correctional Context
Corrections 430: Senior Seminar in Correction
Corrections 230/Police Science 230 Sex Offenders in the Criminal Justice System
Corrections 401 Evaluating Correctional Methods and Programs
Corrections 402 The Administration of Community-Based Correctional Programs
Corrections 415 Major Works in Corrections
Corrections 430 Senior Seminar in Corrections
Corrections 3XX Prisoners Re-entry and Reintegration (being taught experimentally)
Corrections 3XX Violence in Prisons
Criminal Justice 322/Philosophy Judicial and Correctional Ethics

Total: 36

Bronx Community College

PART ONE. CORE REQUIREMENTS   Subtotal: 24
Required:

Criminal Justice BS 101 Introduction to the American Criminal Justice System (**taken at BCC**)
Corrections 101 Introduction to Corrections
Police Science 101 Introduction to Police Studies (**taken at BCC**)
Law 203 Constitutional Law
Sociology 203 Criminology (**taken at BCC**)
Criminal Justice BS 250 Research Methods and Statistics for Criminal Justice

Criminal Justice BS 300 Criminal Justice: Theory to Practice
Criminal Justice BS 415 Capstone Seminar in Criminal Justice

PART TWO. DIVERSITY
Subtotal: 3
Select one
Police Science 202 Police and Community Relations
Police Science 235 Women in Policing
Law 313/Political Science 313 The Law and Politics of Race Relations
Law 340 Employment Discrimination Law, Affirmative Action and Police Organization
Corrections 320 Race, Class and Gender in a Correctional Context
Criminal Justice 420/Sociology 420 Women and Crime

PART THREE. DISTRIBUTION AREAS   Subtotal: 9
Select three courses, one from each of categories A through C (and at least two must be at the 300-level or higher)

Category A. Police
Select one
Criminal Justice 255 Computer Applications in Criminal Justice
Criminal Justice 425 Major Works in Criminal Justice
Criminal Justice 321/Philosophy 321 Police Ethics
Criminal Justice 420/Sociology 420 Women and Crime
Police Science 201 Police Organization and Administration
Police Science 207 The Investigative Function
Police Science 227 Police Training Programs: Goals, Content and Administration
Police Science 390 Internship
Police Science 405 Organized Crime in America
Police Science 415 Seminar in Terrorism
Police Science 3XX Police and the Media (currently being taught experimentally)

Category B. Law and Courts
Select one
Criminal Justice 322/Philosophy 322 Judicial and Correctional Ethics
Law 202 Law and Evidence
Law 206 The American Judiciary
Law 209 Criminal Law (**taken at BCC**)
Law 212 The Criminal Process and Code of Criminal Procedures
Law 301 Jurisprudence
Law 401 Problems of Constitutional Development
Law 259/Political Science 259 Comparative Criminal Justice Systems
Law 310/Philosophy 310 Law and Ethics
Law 420/Public Administration 420 Contemporary Administration of Justice

Category C. Corrections
Select one

Corrections 201 The Law and Institutional Treatment
Corrections 202 Administration of Correctional Programs for Juveniles
Corrections 282 Principles of Correctional Operations
Corrections 303 Comparative Correction Systems
Corrections 310 Internship
Corrections 320 Race, Class and Gender in Correctional Context
Corrections 430: Senior Seminar in Correction
Corrections 230/Police Science 230 Sex Offenders in the Criminal Justice System
Corrections 401 Evaluating Correctional Methods and Programs
Corrections 402 The Administration of Community-Based Correctional Programs
Corrections 415 Major Works in Corrections
Corrections 430 Senior Seminar in Corrections
Corrections 3XX Prisoners Re-entry and Reintegration (being taught experimentally)
Corrections 3XX Violence in Prisons
Criminal Justice 322/Philosophy Judicial and Correctional Ethics

Total: 36

Hostos Community College

PART ONE. CORE REQUIREMENTS   **Subtotal: 24**
Required:

Criminal Justice BS 101 Introduction to the American Criminal Justice System (**taken at Hostos**)
Corrections 101 Introduction to Corrections (**taken at Hostos**)
Police Science 101 Introduction to Police Studies (**taken at Hostos**)
Law 203 Constitutional Law
Sociology 203 Criminology (**taken at Hostos**)
Criminal Justice BS 250 Research Methods and Statistics for Criminal Justice
Criminal Justice BS 300 Criminal Justice: Theory to Practice
Criminal Justice BS 415 Capstone Seminar in Criminal Justice

PART TWO. DIVERSITY   **Subtotal: 3**
Select one
Police Science 202 Police and Community Relations
Police Science 235 Women in Policing
Law 313/Political Science 313 The Law and Politics of Race Relations
Law 340 Employment Discrimination Law, Affirmative Action and Police Organization
Corrections 320 Race, Class and Gender in a Correctional Context
Criminal Justice 420/Sociology 420 Women and Crime

PART THREE. DISTRIBUTION AREAS   **Subtotal: 9**

Select three courses, one from each of categories A through C (and at least two must be at the 300-level or higher)

Category A. Police
Select one
Criminal Justice 255 Computer Applications in Criminal Justice
Criminal Justice 425 Major Works in Criminal Justice
Criminal Justice 321/Philosophy 321 Police Ethics
Criminal Justice 420/Sociology 420 Women and Crime
Police Science 201 Police Organization and Administration
Police Science 207 The Investigative Function
Police Science 227 Police Training Programs: Goals, Content and Administration
Police Science 390 Internship
Police Science 405 Organized Crime in America
Police Science 415 Seminar in Terrorism
Police Science 3XX Police and the Media (currently being taught experimentally)

Category B. Law and Courts
Select one
Criminal Justice 322/Philosophy 322 Judicial and Correctional Ethics
Law 202 Law and Evidence
Law 206 The American Judiciary
Law 209 Criminal Law (**taken at Hostos**)
Law 212 The Criminal Process and Code of Criminal Procedures
Law 301 Jurisprudence
Law 401 Problems of Constitutional Development
Law 259/Political Science 259 Comparative Criminal Justice Systems
Law 310/Philosophy 310 Law and Ethics
Law 420/Public Administration 420 Contemporary Administration of Justice

Category C. Corrections
Select one
Corrections 201 The Law and Institutional Treatment
Corrections 202 Administration of Correctional Programs for Juveniles
Corrections 282 Principles of Correctional Operations
Corrections 303 Comparative Correction Systems
Corrections 310 Internship
Corrections 320 Race, Class and Gender in Correctional Context
Corrections 430: Senior Seminar in Correction
Corrections 230/Police Science 230 Sex Offenders in the Criminal Justice System
Corrections 401 Evaluating Correctional Methods and Programs
Corrections 402 The Administration of Community-Based Correctional Programs
Corrections 415 Major Works in Corrections
Corrections 430 Senior Seminar in Corrections
Corrections 3XX Prisoners Re-entry and Reintegration (being taught experimentally)
Corrections 3XX Violence in Prisons

Approved by UCASC, Feb 24, prepared for College Council, March 29, 2012

Criminal Justice 322/Philosophy Judicial and Correctional Ethics

Total: 36

Kingsborough Community College

PART ONE. CORE REQUIREMENTS   **Subtotal: 24**
Required:

Criminal Justice BS 101 Introduction to the American Criminal Justice System (**taken at KCC**)
Corrections 101 Introduction to Corrections (**elective option at KCC**)
Police Science 101 Introduction to Police Studies (**elective option at KCC**)
Law 203 Constitutional Law (**taken at KCC**)
Sociology 203 Criminology (**taken at KCC**)
Criminal Justice BS 250 Research Methods and Statistics for Criminal Justice
Criminal Justice BS 300 Criminal Justice: Theory to Practice
Criminal Justice BS 415 Capstone Seminar in Criminal Justice

PART TWO. DIVERSITY   **Subtotal: 3**
Select one
Police Science 202 Police and Community Relations
Police Science 235 Women in Policing
Law 313/Political Science 313 The Law and Politics of Race Relations
Law 340 Employment Discrimination Law, Affirmative Action and Police Organization
Corrections 320 Race, Class and Gender in a Correctional Context
Criminal Justice 420/Sociology 420 Women and Crime

PART THREE. DISTRIBUTION AREAS   **Subtotal: 9**
Select three courses, one from each of categories A through C (and at least two must be at the 300-level or higher)

Category A. Police
Select one
Criminal Justice 255 Computer Applications in Criminal Justice
Criminal Justice 425 Major Works in Criminal Justice
Criminal Justice 321/Philosophy 321 Police Ethics
Criminal Justice 420/Sociology 420 Women and Crime
Police Science 201 Police Organization and Administration
Police Science 207 The Investigative Function
Police Science 227 Police Training Programs: Goals, Content and Administration
Police Science 390 Internship
Police Science 405 Organized Crime in America
Police Science 415 Seminar in Terrorism
Police Science 3XX Police and the Media (currently being taught experimentally)

Approved by UCASC, Feb 24, prepared for College Council, March 29, 2012

Category B. Law and Courts
Select one
Criminal Justice 322/Philosophy 322 Judicial and Correctional Ethics
Law 202 Law and Evidence
Law 206 The American Judiciary (**taken at KCC**)
Law 209 Criminal Law
Law 212 The Criminal Process and Code of Criminal Procedures
Law 301 Jurisprudence
Law 401 Problems of Constitutional Development
Law 259/Political Science 259 Comparative Criminal Justice Systems
Law 310/Philosophy 310 Law and Ethics
Law 420/Public Administration 420 Contemporary Administration of Justice

Category C. Corrections
Select one
Corrections 201 The Law and Institutional Treatment
Corrections 202 Administration of Correctional Programs for Juveniles
Corrections 282 Principles of Correctional Operations
Corrections 303 Comparative Correction Systems
Corrections 310 Internship
Corrections 320 Race, Class and Gender in Correctional Context
Corrections 430: Senior Seminar in Correction
Corrections 230/Police Science 230 Sex Offenders in the Criminal Justice System
Corrections 401 Evaluating Correctional Methods and Programs
Corrections 402 The Administration of Community-Based Correctional Programs
Corrections 415 Major Works in Corrections
Corrections 430 Senior Seminar in Corrections
Corrections 3XX Prisoners Re-entry and Reintegration (being taught experimentally)
Corrections 3XX Violence in Prisons
Criminal Justice 322/Philosophy Judicial and Correctional Ethics

Total: 36

LaGuardia Community College

PART ONE. CORE REQUIREMENTS   **Subtotal: 24**
Required:

Criminal Justice BS 101 Introduction to the American Criminal Justice System (**taken at LaGuardia**)
Corrections 101 Introduction to Corrections (**taken at LaGuardia**)
Police Science 101 Introduction to Police Studies (**taken at LaGuardia**)
Law 203 Constitutional Law
Sociology 203 Criminology (**taken at LaGuardia**)

Criminal Justice BS 250 Research Methods and Statistics for Criminal Justice
Criminal Justice BS 300 Criminal Justice: Theory to Practice
Criminal Justice BS 415 Capstone Seminar in Criminal Justice

PART TWO. DIVERSITY   Subtotal: 3
Select one
Police Science 202 Police and Community Relations
Police Science 235 Women in Policing
Law 313/Political Science 313 The Law and Politics of Race Relations
Law 340 Employment Discrimination Law, Affirmative Action and Police Organization
Corrections 320 Race, Class and Gender in a Correctional Context
Criminal Justice 420/Sociology 420 Women and Crime

PART THREE. DISTRIBUTION AREAS   Subtotal: 9
*Select three courses, one from each of categories A through C (and at least two must be
at the 300-level or higher)*

Category A. Police
Select one
Criminal Justice 255 Computer Applications in Criminal Justice
Criminal Justice 425 Major Works in Criminal Justice
Criminal Justice 321/Philosophy 321 Police Ethics
Criminal Justice 420/Sociology 420 Women and Crime
Police Science 201 Police Organization and Administration
Police Science 207 The Investigative Function
Police Science 227 Police Training Programs: Goals, Content and Administration
Police Science 390 Internship
Police Science 405 Organized Crime in America
Police Science 415 Seminar in Terrorism
Police Science 3XX Police and the Media (currently being taught experimentally)

Category B. Law and Courts
Select one
Criminal Justice 322/Philosophy 322 Judicial and Correctional Ethics
Law 202 Law and Evidence
Law 206 The American Judiciary
Law 209 Criminal Law
Law 212 The Criminal Process and Code of Criminal Procedures
Law 301 Jurisprudence
Law 401 Problems of Constitutional Development
Law 259/Political Science 259 Comparative Criminal Justice Systems
Law 310/Philosophy 310 Law and Ethics
Law 420/Public Administration 420 Contemporary Administration of Justice

Category C. Corrections
Select one

Corrections 201 The Law and Institutional Treatment
Corrections 202 Administration of Correctional Programs for Juveniles
Corrections 282 Principles of Correctional Operations
Corrections 303 Comparative Correction Systems
Corrections 310 Internship
Corrections 320 Race, Class and Gender in Correctional Context
Corrections 430: Senior Seminar in Correction
Corrections 230/Police Science 230 Sex Offenders in the Criminal Justice System
Corrections 401 Evaluating Correctional Methods and Programs
Corrections 402 The Administration of Community-Based Correctional Programs
Corrections 415 Major Works in Corrections
Corrections 430 Senior Seminar in Corrections
Corrections 3XX Prisoners Re-entry and Reintegration (being taught experimentally)
Corrections 3XX Violence in Prisons
Criminal Justice 322/Philosophy Judicial and Correctional Ethics

Total: 36

Queensborough Community College

Credits
PART ONE. CORE REQUIREMENTS   **Subtotal: 24**
Required:

Criminal Justice BS 101 Introduction to the American Criminal Justice System (**taken at QCC**)
Corrections 101 Introduction to Corrections (**taken at QCC**)
Police Science 101 Introduction to Police Studies (**elective option at QCC**)
Law 203 Constitutional Law
Sociology 203 Criminology (**taken at QCC**)
Criminal Justice BS 250 Research Methods and Statistics for Criminal Justice
Criminal Justice BS 300 Criminal Justice: Theory to Practice
Criminal Justice BS 415 Capstone Seminar in Criminal Justice

PART TWO. DIVERSITY   **Subtotal: 3**
Select one
Police Science 202 Police and Community Relations
Police Science 235 Women in Policing
Law 313/Political Science 313 The Law and Politics of Race Relations
Law 340 Employment Discrimination Law, Affirmative Action and Police Organization
Corrections 320 Race, Class and Gender in a Correctional Context
Criminal Justice 420/Sociology 420 Women and Crime

PART THREE. DISTRIBUTION AREAS   **Subtotal: 9**

Select three courses, one from each of categories A through C (and at least two must be at the 300-level or higher)

Category A. Police
Select one
Criminal Justice 255 Computer Applications in Criminal Justice
Criminal Justice 425 Major Works in Criminal Justice
Criminal Justice 321/Philosophy 321 Police Ethics
Criminal Justice 420/Sociology 420 Women and Crime
Police Science 201 Police Organization and Administration
Police Science 207 The Investigative Function
Police Science 227 Police Training Programs: Goals, Content and Administration
Police Science 390 Internship
Police Science 405 Organized Crime in America
Police Science 415 Seminar in Terrorism
Police Science 3XX Police and the Media (currently being taught experimentally)

Category B. Law and Courts
Select one
Criminal Justice 322/Philosophy 322 Judicial and Correctional Ethics
Law 202 Law and Evidence
Law 206 The American Judiciary
Law 209 Criminal Law (**taken at QCC**)
Law 212 The Criminal Process and Code of Criminal Procedures
Law 301 Jurisprudence
Law 401 Problems of Constitutional Development
Law 259/Political Science 259 Comparative Criminal Justice Systems
Law 310/Philosophy 310 Law and Ethics
Law 420/Public Administration 420 Contemporary Administration of Justice

Category C. Corrections
Select one

Corrections 201 The Law and Institutional Treatment
Corrections 202 Administration of Correctional Programs for Juveniles
Corrections 282 Principles of Correctional Operations
Corrections 303 Comparative Correction Systems
Corrections 310 Internship
Corrections 320 Race, Class and Gender in Correctional Context
Corrections 430: Senior Seminar in Correction
Corrections 230/Police Science 230 Sex Offenders in the Criminal Justice System
Corrections 401 Evaluating Correctional Methods and Programs
Corrections 402 The Administration of Community-Based Correctional Programs
Corrections 415 Major Works in Corrections
Corrections 430 Senior Seminar in Corrections
Corrections 3XX Prisoners Re-entry and Reintegration (being taught experimentally)

Approved by UCASC, Feb 24, prepared for College Council, March 29, 2012

Corrections 3XX Violence in Prisons
Criminal Justice 322/Philosophy Judicial and Correctional Ethics

Total: 36

To: College Council

From: Undergraduate Curriculum and Academic Standards Committee

Date: March 1, 2012

Re: Grade Appeals Process Proposal

EFFECTIVE DATE: Fall 2012

CURRENT SITUATION:

Currently, students have one year from the end of the semester in which the course was taken to file an application for a change of grade request. There are no College rules for the amount of time in which academic departments are required to respond to a change of grade request. As a result of both the extremely long deadline for students and the open timeline for department grade appeals committees, student grade appeals are often not dealt with expeditiously, creating an unfair and frustrating situation for students. Furthermore, the current policy permits the Department Appeals Committees to change the grade that a faculty member has assigned a student; this is not good or traditional academic policy and violates the instructor's role in being the sole determiner of the grade that a student in her or his class merits. At the same time, a process does need to be in place for truly exceptional and egregious cases.

PROPOSED POLICY:

Students must file a grade change request with the Registrar within 15 (fifteen) calendar days after the beginning of the Fall semester if the course took place during the Spring or Summer session and within 15 (fifteen) calendar days after the beginning of the Spring semester if the course took place during the Fall or Winter session. The student may then also choose to communicate with the professor in the hopes of resolving the grade change request informally.

The clock for the following timelines begins on the date that the student files an Appeal of Grade Request with the Registrar.   The Department Grade Appeals Committee has 40 (forty) calendar days to make a recommendation to the faculty member about a grade appeal request. The faculty member then has until the date and time when he or she files the semester's grades to consider the Department Grade Appeals Committee's recommendation and to sustain the grade

or to change the grade. The faculty member must communicate her or his decision by that date to the Registrar's Office, which will forward the faculty member's decision to the student.

If the Department Grade Appeals Committee fails to make a recommendation to the faculty member within 40 (forty) calendar days, the grade appeal request shall automatically be sent by the Registrar's Office to the College-Wide Grade Appeals Committee. This Committee shall comprise five (5) tenured members of the faculty, who shall be nominated by the Faculty Senate and elected by the College Council. There shall be no more than one faculty member from any one academic department. The faculty members shall include faculty who teach in the undergraduate program and in the graduate program. The Committee shall elect its own chair. The College-Wide Grade Appeals Committee shall have 40 (forty) calendar days to make a recommendation to the faculty member. The faculty member shall then have until the date he or she submits the final course grades to either sustain the original grade or to change the student's grade. If the faculty member decides to change the final grade, he or she must do so no later than at the time he or she files their current semester's grades and must communicate her or his decision to the Registrar's Office, which will forward the faculty member's decision to the student.

There are, however, times when truly exceptional circumstances merit that that a grade change be authorized by someone other than the faculty member teaching the course. If the Department Grade Appeals Committee or the College-wide Grade Appeals Committee determines that such is the case, the chair of the Committee shall forward the information and documents to the Chair of the academic department of the faculty member whose student filed the appeal. The Chair of the department, in consultation with the Department Curriculum Committee, shall review the case and if the Curriculum Committee determines that a grade change is necessary and appropriate it shall render its decision and change the student's grade no later than the close of that Fall or Spring semester's grade submission period by submitting the new grade to the Registrar's Office. Such grade changes are expected to be rare. No change in grade may be authorized except by the faculty member teaching the course or by the Chair in consultation with the Department Curriculum Committee. Each September/October, the Registrar's Office shall make a report to the Academic Standards Subcommittee of UCASC as to the number of grade changes that were made through this process during the previous academic year.

EXPLANATION:

Students frequently complain that they do not receive a response to their grade appeals request. Departments frequently complain that the grade appeals are filed so long after the student completed the course was that the grade appeals request is not timely.   Students should have recourse if a departmental grade appeals committee fails to act on their grade

appeal request. Yet at the same time, this proposed policy retains the grade appeals procedure within the academic departments, which many faculty groups have stated is where it is most appropriate to be. Furthermore, the timeline provided in this policy enables the student to know whether to register for the same course again, if it is a required course or a needed pre-requisite, prior to the beginning of the subsequent semester.

Approved by UCASC, Feb 24, prepared for College Council, March 29, 2012

The grades that faculty members give are sacrosanct and cannot normally be changed; however, recommendations from faculty colleagues, either departmental colleagues or College-wide colleagues, can have a salutary and powerful influence. As a result of this feedback, the faculty member can reflect on his or her original grading decision and either respectfully agree or respectfully disagree.   At the same time, if truly exceptional circumstances are in place, provision is made for this.

It is recommended that each year in May, when the members of the department grade appeals committees are elected, as required by the John Jay Charter, meetings be scheduled in advance for October and for March. Similarly, it is recommended that the College-wide Committee schedule its meetings in advance for November/December and April/May to expedite this important academic responsibility.

APPLICABILITY TO UNDERGRADUATE AND GRADUATE STUDENTS:

The policy of other faculty members making a recommendation to the faculty member rather than changing a faculty member's grade, except in rare and extraordinary circumstances, shall apply to both the undergraduate and graduate programs. The processes described in this policy shall apply only to the undergraduate program because only the undergraduate program has departmental grade appeal committees and departmental curriculum committees; however, should the Graduate Studies Committee wish to include in its policy and processes the College-wide Grade Appeals Committee now being created, it may do so and with this possibility in mind, this proposal requires at least one member of the College-wide Grade Appeals Committee to be a faculty member who teaches in the graduate program.

Application to Add the Distance Education Format to a Registered Program

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

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

Signature: Date:

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

Distance Education Contact Person: **Feng Wang, Ph.D., Director of Online and Distance Learning**

Telephone: **212-484-1193**	Fax:

E-mail: **fwang@jjay.cuny.edu**

Program Title: **Public Admin: Inspection & Oversight**	Program Code: **34475**

Degree or Certificate Awarded: **MPA**	HEGIS Code: **2102.00**

Anticipated enrollment in distance program: **100**

Initial: **50**	Maximum by year 3: **100**

Term length (in weeks) for the distance program: **15 weeks**

(Is this the same as term length for classroom program?) **Yes**

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

(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)
One hour of instructional time is required per week per credit for each distance education course.

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

100%

What is the maximum number of students who would be enrolled in an online course section?
30

<u>Part A: Institution-wide Issues</u>: Submit this part for the <u>first</u> Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes.

I. ORGANIZATIONAL COMMITMENT

1. Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences.

The mission of John Jay College of Criminal Justice includes dedication to "education, research and service in the fields of criminal justice, fire science and related areas of public safety and public service." Consistent with the mission, the current 2010-2014 Master Plan of John Jay College integrates a vision of translating "ideas into social justice and action on a global scale". Distance education degrees and programs directly support our mission by enabling our college to reach a national and international student population in these fields outside of our traditional New York City market. In addition, the application of latest learning technologies in Distance Education programs supports another important aspect of our mission, which is to endow students with "the ability to navigate advanced technological systems". Furthermore, new distance education degrees and programs also support a major goal of John Jay College's current Master Plan to "make lifelong learning possible through effective pedagogy", as more and more of our faculty participate in online teaching professional development activities to implement student-centered pedagogy based on the best practices in the field of distance education.

Considering the strategic importance of distance education to our mission, John Jay College has engaged in a comprehensive campus-wide planning process since 2007, guided by two task forces appointed by its President, Jeremy Travis. The first task force conducted a comprehensive study of online instruction at our college and reported an acceptance of distance learning and an anticipation of its expansion among faculty, students, and administrators. The first task force concluded that John Jay College could successfully enter the distance education market with selected programs, supported by dedicated personnel and resources, as well as corresponding organizational structures and policies.

During the academic year of 2010-2011, President Travis appointed the second campus-wide task force to develop a multi-year plan to further expand our online offerings while evaluating latest developments in the rapidly evolving field of distance education. The second task force proposed a structured and deliberate process for expanding our online course and program offerings. The two task forces' work represents the best evidence of our institution's commitment to careful planning and implementation of distance education courses and programs.

The need for distance education courses and programs is also evident in our college's over 100 fully and blended online courses offered to students across academic programs each Fall or Spring semester. Moreover, a recent (February 2011) survey sent to 194 of our full-time and adjunct faculty indicated that an overwhelming majority of the 69 respondents (85.5%) were willing to engage in developing and teaching courses online. The above data conclusively pointed out the need of more online course and program offerings for our students. Based on an analysis of our existing online offerings and reports from all academic departments, we plan to offer distance education programs within the following disciplinary or interdisciplinary areas:

- Public Administration
- Protection Management
- Forensic Psychology
- Criminal Justice

2. **Describe your institution's resources for distance learning programs and its support services to ensure their effectiveness. What course management system does your institution use?**

We have built a team of professional distance education staff to support our distance learning programs, including the following nine positions:

- Director of Online and Distance Learning (full-time)
- Blackboard Administrator (full-time)
- Coordinator of Blackboard Support Services (full-time)
- Blackboard and Distance Learning: Student Support Coordinator #1 (full-time)
- Blackboard and Distance Learning: Student Support Coordinator #2 (full-time)
- Coordinator of Instructional Design (full-time)
- Online Content Developer (full-time)
- Multimedia Developer (part-time)
- Faculty Fellow of Online Learning (part-time)

The Director of Online and Distance Learning reports to the Office of Academic Affairs, manages all distance education support services, and collaborates closely with faculty and administrators from all relevant departments and offices in our college. With access to state-of-art technologies, the Distance Education staff collaborate closely with the faculty on the development of online courses and provide technical support and training that help ensure the quality and effectiveness of our distance education programs.

Our institution uses Blackboard as our learning management system that is hosted and maintained by highly specialized and dedicated Blackboard Inc. technicians for the entire City University of New York (CUNY) system. Blackboard is accessible 24/7 to all of our students and faculty. The four professional Blackboard support staff in our institution are well trained and available to support faculty and students during normal business hours. In addition, our institution has access to a team of CUNY Blackboard support staff who collaborate closely with Blackboard Inc. technicians. Overall, the feedback we have received from our students and faculty has been very positive in terms of their experience with both our Blackboard system and distance education offerings.

3. **Describe how faculty are trained and supported in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train faculty, or are otherwise in charge of online education.**

The CUNY School of Professional Studies offers a two-week long professional development workshop to prepare CUNY faculty for teaching fully and blended online courses. To date, over 50 of our full-time and adjunct instructors have completed this workshop and been certified to teach online. This professional development workshop "models effective design and facilitation skills and addresses design issues, pedagogical approaches to teaching online and hybrid courses, as well as

organization and management of an online class…[and offers] an opportunity for faculty to become familiar with the environment of the Blackboard LMS [learning management system] from both a student and instructor perspective".

This professional development workshop is currently developed and taught by Dr. Susan Ko, Director of Faculty Development at CUNY School of Professional Studies. Dr. Ko is co-author of a leading book on online teaching, *Teaching Online: A Practical Guide*, that is widely used by faculty development programs. She has regularly given workshops and presentations on online learning and teaching at professional conferences. Before coming to CUNY, she was the Executive Director of the Center for Teaching and Learning at the University of Maryland University College. Dr. Ko received her doctorate from Yale University and taught in the California State University system.

Besides taking advantage of CUNY-wide training and support services, our distance education professional staff have offered our faculty regular Blackboard training workshops, one-on-one training sessions, phone and email support, and walk-in support. The distance education staff have also developed and offered a series of online learning workshops for our annual Faculty Development Day, covering topics such as instructional design, blended online learning, Blackboard functions, and video/audio lectures. Moreover, multiple online training guides and tutorials are also developed and available to our faculty.

Instructors of our distance education programs are expected to collaborate closely with our instructional design team on the development and refinement of their online courses. Our instructional design team comprises of a Coordinator of Instructional Design, Online Content Developer, Multimedia Developer, and Faculty Fellow. The team works closely with the instructors to develop rigorous course development processes and course materials in order to ensure the quality and consistency of all courses in our distance education programs. We also support members of the team to continue their professional development in their relevant areas through participation in professional conferences and training sessions.

All of our Distance Education staff have qualifications and training in online education and their specific areas. The Director of Online and Distance Learning holds a doctorate in instructional technology from University of Georgia; received post-doctoral training on educational research and development at the University of Pennsylvania and University of Virginia; developed online education programs and operations at Mount Saint Mary College. The Director has published multiple scholarly articles, regularly presents his work at professional conferences, and currently serves on the editorial boards of two high-profile research journals in online and technology-enhanced learning. Recognized for his expertise, he has been appointed by the Middle States Commission on Higher Education as an accreditation evaluator specialized in distance education.

4. **If your institution uses courses or academic support services from another provider, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.**

Our courses and academic support services are provided by our own professional staff and therefore do not involve other providers.

5. **Does your institution have a clear policy on ownership of course materials developed for its distance education courses? How is this policy shared with faculty and staff?**

As a senior college of CUNY, John Jay College abides by CUNY's Intellectual Property Policy 6.3.4.5 on Electronically Published Course Materials:

"Courses designed to be delivered over the internet, by computer, or through similar technologies, may involve both copyrightable works and other intellectual property. Consistent with its intent to recognize the creator as the owner of scholarly or pedagogical works, the University claims no ownership rights in either the intellectual content of such courses, or the tools and technologies used to present them, unless the work was the result of sponsored research or is commissioned work."

A copy of this policy is published in the Policies and Procedures Compendium section of the Inside John Jay website, accessible to all John Jay College employees.

LEARNER SUPPORT

6. Describe how your institution provides distance students with clear information on:

- *Program Completion Requirements*

  Program completion requirements are included in our Graduate and Undergraduate bulletins and our website that are conveniently accessible to all distance education students.

- *The nature of the learning experience*

  Our graduate and undergraduate bulletins and our website include thorough descriptions of our programs, including the nature of the learning experience in each program.

- **Any specific student background, knowledge, or technical skills needed**

  Our admission standards for our distance education programs are the same as those for our on-campus programs. Our graduate and undergraduate bulletins and our website include very specific information about qualifications, academic preparation, skill requirements, etc.

- *Expectations of student participation and learning*

  Our website and course syllabi include clear expectations of participation and learning for distance students.

- *The nature of interaction in the courses.*

  We pay special attention to ensure sufficient interactions among our students, instructors, and course content when we design and develop our distance education courses and programs. The nature of interactions in our distance education courses is provided in the course syllabi and other course materials.

- *Any technical equipment or software required or recommended.*

  All required technical equipment and software are included in our admission and program requirements and are also incorporated into the syllabi of our online courses wherever applicable.

7. Describe how your institution provides distance learners with adequate academic and administrative support, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?

Academic advisement: Our institution assigns a faculty Program Coordinator to provide academic support and advisement for our distance learning students in each distance education program. The Program Coordinator receives one course release annually in compensation for this work.

Technical support: All distance learning students have access to training and support provided by our two full-time Blackboard and Distance Learning professionals specifically focused on student support, in addition to our two full-time Blackboard Administrators. In addition, our IT Help Desk and other technical support staff support distance students on various technical issues, such as computer accounts, webmail services, software configuration, and troubleshooting computer problems.

Library and information services. The Lloyd Sealy Library at John Jay College offers extensive online collections and services through the library's website, including 24/7 online access to over 250 research databases in all disciplines covered in the curriculum, as well as over 44,000 electronic subscriptions to journals, magazines, newspapers, other periodical subscriptions, and ebooks. Distance learning students also have 24/7 access to reference librarians through online chat and phone texting provided by QuestionPoint, a Reference Cooperative that includes librarians from all around the country. Moreover, distance learning students can receive research and reference assistance from our own librarians by email, with a 24-hour turnaround time, and also by phone, with immediate response whenever the library is open.

Other student support services: A staff Student Advisor is assigned to provide student support for the distance education program, acting as a liaison to various student services available at our institution, such as course registration, tuition, financial aid, class scheduling, and program events. Distance education students may also access these student support services directly by phone and email.

Program materials. Our website provides specific descriptions of the student services available to distance learning students as well as instructions for accessing these services. The staff Student Advisor helps students access various support services by answering their questions and directing them to the right resources.

8. **Describe how administrative processes such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.**

Program materials on our website provide students with clear instructions on our admission and registration procedures. Our offices of Undergraduate Admissions and Graduate Admissions process all applications for admission. Distance learning students can submit their application documents and track their application status through our secure online application system, and mail other applicable application documents (such as transcripts) to corresponding admissions offices. Students may also communicate with admissions representatives by phone and email and receive admission decisions and enrollment information in a timely manner. Our staff Student Advisor works closely with the Admissions, Registrar, and other offices to facilitate various administrative processes for students in each distance education program.

9. **What orientation opportunities and resources are available for students of distance learning?**

Based on the needs of each distance education program, the faculty Program Coordinator and staff Student Advisor orient new distance learning students to various resources, services, and processes related to their programs of study, such as program requirements, course registration, Blackboard support, technical support, library services, etc. We will continue to refine the orientation process per the feedback from our students, faculty, and support staff.

Part B: Program-Specific Issues: Submit this part for <u>each new request</u> to add Distance Education Format to a registered program.

We are submitting this proposal to seek authorization for offering the Public Administration: Inspection & Oversight (MPA-IO) program in the 100% online format.

II.   LEARNING DESIGN

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

College policy requires that the standards and requirements be consistent regardless of where or in what modality programs are delivered. The management of the MPA-IO online program falls into our existing structure of governance for on-campus programs in order to ensure its integrity, quality, and rigor.

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

The curriculum for the MPA-IO online program is sequenced and scheduled so students can complete required coursework within three years, including any prerequisite courses such as undergraduate statistics. We will include instructions in the Admissions requirements for the MPA-IO online program that students who have not taken the prerequisite courses should complete these courses at any accredited colleges or universities they choose and mail the official transcripts to the Graduate Admissions office. We plan to offer online one section of each required course each year, and one section of each elective course every other year. We will also continuously evaluate the course needs of our students based on enrollment and advisement reports and add additional course sections as needed.

3. **How do faculty ensure that the technological tools used in the program are appropriate for the content and intended learning outcomes?**

We have established a comprehensive and structured course development and faculty training protocol. All of our MPA-IO faculty members have been trained to teach online and have previously taught fully or blended online courses. During the training process for online teaching, the MPA-IO faculty members were introduced to various technological tools that could be used in online teaching. Then, they worked closely with our instructional design team to design and develop their respective MPA-IO courses for online delivery. Our instructional design team members have expertise in all the technological tools used in our online MPA-IO courses, and their work greatly helps the MPA-IO faculty align technological tools to the course content and intended learning outcomes. Moreover, the MPA-IO faculty have also implemented a faculty peer review process to add an additional layer of quality control to our rigorous course development and delivery process.

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

The MPA-IO online program is designed to foster interactions among faculty and students through the implementation of various tools, processes, and pedagogy. The topic of interaction is seamlessly integrated into our intensive faculty training workshops on online teaching. The MPA-IO online program is designed to be learner-centered, recognize the needs of the specific student population, accommodate various learning styles, and facilitate interactions and collaboration. Our course development and evaluation process are well structured to ensure appropriate level of interactions based on the best practices and principles in the field of distance education. Our instructional design team has designed various learning activities and assignments that encourage interactions among faculty and students. For instance, discussion forum activities are designed for students to demonstrate their knowledge of the subject matter, to receive feedback, and to get new ideas from both the course instructor and peer learners. In addition, we will also implement virtual classroom tools (Blackboard Collaborative Suite) so faculty and students can have virtual real-time interactions that allow timely feedback, visual cues, and conversation comparable to those in traditional classroom environments.

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

Our existing policies on student identity and privacy apply to all students, including students enrolled in distance education programs. Our Blackboard and other computer systems are secure and reliable to verify the identity and ensure the privacy of our students.

At the program and course level, the class size of the MPA-IO online program is expected to be relatively small, and the courses are designed to be writing-intensive and interactive. Our MPA-IO faculty members will communicate with students through multiple modes of communication, including Blackboard, emails, online video conferencing, and phone. The intensity of interactions will contribute to the high assurance level of student identification verification in the MPA-IO online program.

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

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

Not Applicable.

III. OUTCOMES AND ASSESSMENT

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

A core component of John Jay College's current 2010-2014 Master Plan is to "foster integrative learning and link individual course learning goals and syllabi to overall curricula and learning goals". Consistent with our institutional commitment, the MPA-IO online program is subject to the

same outcome assessment processes as its on-campus counterpart. The learning outcomes, goals, and objectives are the same for both online and on-campus MPA-IO programs.

Appendix A is the comprehensive MPA Program Assessment Map that includes the learning goals for all our existing MPA programs and the learning objectives for each MPA course. We have included the identified learning outcomes in our corresponding program and course materials that will be available to all future students in the MPA-IO online program.

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

At the program level, we will assess student learning though a qualifying examination and a capstone course that are independently graded through a blind assessment process, as required for both online and on-campus MPA-IO programs. At the course level, we have designed our course content based on the learning objectives in our outcome assessment map as well as on distance education professional standards for assessments, learning resources, and learner engagement.

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

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

IV. PROGRAM EVALUATION

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

The MPA-IO online program is developed with the same content and standards as those for their on-campus counterparts and is subject to the same program evaluation requirements for conducting ongoing assessments of instruction and learning outcomes. Moreover, the MPA-IO program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA), which conducts rigorous periodic reviews of all aspects of accredited programs including its outcome assessment process. We also recognize inherent differences in the distance learning format and will conduct program evaluation for the MPA-IO online program separately from on-campus MPA programs.

The MPA-IO online program demonstrates its effectiveness in achieving the goals and expected outcomes through a systematic approach that encompasses course development, revisions, program accreditation guidelines, quality standards and best practices, as well as training of faculty and support professionals. Consistent with our institution-wide requirements, we will systematically collect student learning outcomes in our online courses; conduct regular student evaluations at the end of each course; collect feedback from all stakeholders (students, faculty, and staff) on their perceptions of the effectiveness of the MPA-IO online program. In addition, we will conduct a supplementary distance education student evaluation at the end of each MPA-IO online course to collect course and program data specifically related to distance education, such as usability, multimedia materials, technical support, instructor preparedness for online teaching, interactions among faculty and students, library services, and overall perception of the online course environment.

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

We will conduct systematic analysis of the various data collected from the program evaluation process. At the program level, the MPA-IO online program faculty will meet regularly to review program evaluation results and recommend modifications to the program and its courses. At the course level, the faculty and our instructional design team have implemented an internal evaluation process for the distance education courses under development. Instructors of each MPA-IO online course will routinely collaborate with our instructional design team to review data analysis results, latest developments in content areas, and evolving best practices in distance education. Based on the review, instructors will revise their courses with support from the instructional design team before offering them to future students. This systematic evaluation and revision process will help ensure continuous improvement to our MPA-IO online program and bring the best possible quality education to our MPA-IO online students.

3. How will the evaluation process assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?

As mentioned previously, the MPA-IO program is accredited by the National Association of Schools of Public Affairs and Administration, which conducts rigorous periodic reviews to ensure learning outcomes are appropriate to the rigor and breadth of all accredited programs. Student learning outcomes in each MPA-IO online course will be measured through various assessments per the corresponding course learning objectives. In addition, we will also collect assessment data from qualifying examinations and capstone courses at the program level. The MPA-IO faculty will meet regularly to review the various learning outcome data for the MPA-IO online program, and make adjustments to the curriculum and program, if needed, to ensure a rigorous learning experience for all MPA-IO online students.

Appendix A. Learning Outcomes of MPA Programs

Components of the MPA Programs:

D

Courses:	MPA Core			PPA Core			IO Core		Methods Core			C A	CIP A	EM				L PM / HR M	M &O	U A / FP AO	OA M	IIO	IOI	FA	
1.0 Lead and Manage in Public Governance																									
1.1 Acquire the knowledge, skills and competencies of leadership and management in public governance, including the organization and management of human, financial and technical resources.	X	X	X	X			X																		
1.2 Understand the core functions, issues, and theories of human resources management.	X																								
1.3 Explain the major theories of organizational structure and organizational behavior and the preconditions necessary to organize effectively.		X																							
1.4 Understand how governments finance public projects and programs.				X			X																		
2.0 Participate in and Contribute to the Policy Process																									
2.1 Develop knowledge of, and apply different policy process models to, various management functions including IT, budgeting, HR, and strategic planning.				X	X																				
2.2 Understand the influence of politics on policy choices and the practices of policy analysis.	X			X			X		X																
2.3 Understand the influence of economics on policy choices and the practices of policy analysis.				X			X																		
2.4 Be able to plan a research or policy analysis project that makes appropriate use of empirical research tools such as data collection, sampling and statistical analysis.				X					X	X	X														
3.0 Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions																									
3.1 Demonstrate reading, writing and analytical skills necessary for decision-making.	X																								
3.2 Be able to define and diagnose decision situations, collect and analyze data, develop and implement effective courses of action, and evaluate results.				X			X		X	X	X														
4.0 Articulate and Apply a Public Service Perspective																									
4.1 Identify how the values of diversity, equity, integrity, ethical conduct, efficiency, effectiveness, and professionalism shape the formulation and implementation of public policy.	X	X	X	X			X																		
4.2 Understand how changing social demographics in the population (including aging, socioeconomic class, race, ethnicity, and language) change the way we govern and how to identify policies to accommodate these changes.	X	X	X	X			X																		
4.3 Understand how to incorporate professional codes of ethics in public service decisions																									
5.0 Communicate and Interact Productively within a Diverse and Changing Workforce and Citizenry																									
5.1 Be able to organize and communicate information to a diverse and changing workforce and citizenry by means of oral presentations, written documents and digital media.	X			X																					
6.0 MPA-PPA: Apply Professional and Political Knowledge and Skills to Public Administration and Policy Analysis																									
6.1 Demonstrate the ability to complete a public policy analysis.	X			X																					
6.2 Demonstrate the ability to apply professional knowledge and skills in public administration.	X			X																					
7.0 MPA-IO: Apply the Skills and Perspectives of Inspection and Oversight																									
7.1 Demonstrate knowledge of OIG statutory requirements and applicable directives, rules, and regulations.							X																		

D

Components of the MPA Programs:

Courses:	MPA Core	PPA Core	IO Core	Methods Core	C CJP A / CIP A	EM	L PP M / HR M	M &O	U FP A / FP AO	OA M	IIO	IOI	FA
7.2 Demonstrate familiarity with the common structures of organizations, programs, activities, and functions for Federal, state and local inspection and oversight, and the entities, groups, and individuals that interact with inspection and oversight organizations.			X										
7.3 Be able to audit the efficiency, economy, and effectiveness of program performance.			X	X									
7.4 Be able to describe how government policies, requirements, and guidelines affect inspection and oversight.			X X										
7.5 Be able to apply core technical skills for inspection and oversight such as report writing, and case sampling and analysis and performance measurement.	X			X									
8.0 MPA-PPA Mission-Specific Elective Competencies													
8.1 Court Administration: Understand the decision-making process in court administration.					X								
8.2 Criminal Justice Policy and Administration: Understand the policy-making process and administration in criminal justice agencies.					X X								
8.3 Emergency Management: Be familiar with concepts and technologies of business continuity planning, building design issues and terrorism.						X X X							
8.4 Human Resources Management: Understand supervisory and administrative responsibilities involving personnel management.	X						X X						
8.5 Law and Public Management: Understand the influence of law on public policy and administration													
8.6 Management and Operations: Understand how to assume supervisory and managerial responsibilities in operational services.								X X					
8.7 Urban Affairs: Understanding the changing urban environment and implications of these changes for public policy and administration.													
9.0 MPA-IO Mission-Specific Elective Competencies													
9.1 Fiscal Policy Analysis and Oversight: Demonstrate ability to investigate criminal and managerial fraud, waste, abuse and corruption involving financial records and assets.									X X				
9.2 Organizational Assessment and Monitoring: Understand how to assess, evaluate and monitor the performance of public and not-for-profit agencies and private organizations regulated by government.				X X						X X			
9.3 International Inspection and Oversight: Understand how inspection and oversight functions are implemented in international and multi-national contexts.											X X		
9.4 Investigation and Operational Inspection: Understand how to investigate criminal and managerial fraud, waste, abuse and corruption.			X									X X	
9.5 Forensic Accounting: Understand Advanced Accounting Concepts and Practices in Forensic Accounting													X X

To: College Council

From: Mehak Kapoor, Vice President of Student Council

Date: March 5, 2012

Subject: Committee Meeting Dates

Current Policy:

Each College-Wide Committee and College Council Committee has the ability to choose meeting dates and times during anytime of the year. The students are not notified ahead of time with the schedule for the different committees. The chairperson of each committee sets dates and times as they see fit and then sends the information to the students.

Proposed Policy:

All College Council committees should have the chairperson and meeting dates with times by the first week of August. The information will then be provided to the Student Life Committee Liaison to be forwarded to the Vice President of Student Government.

Effective Date:

March 21, 2012, immediately upon the College Council's approval of this proposed policy.

Explanation:

The Vice President of Student Government is required to have all committees filled by the first day of school but even if committees are filled the schedule isn't determined until much later on in the semester or two semesters. And by the time the schedule does come out, some students can no longer sit on the committee, they really have a passionate or desire for because the timings are not convenient. If students drop out, the Vice President has the obligation to re-fill those committees again.

To ease the student selection process and meeting process- meetings should be determined by first week of August so in that time the Vice President has time to notify students of the meeting dates and if students can't serve on the committee due to other priorities or time-clashes, there's time to replace students and meet the deadline at the same time.

Cc: Student Government

College Council Committee List

1. Executive committee of College Council
2. College Council
3. Committee on Undergraduate Curriculum and Academic Standards
4. Committee on Student Interests
5. Judicial Committee/ Faculty & Student Disciplinary Hearing Committee
6. Committee on Faculty Personnel
7. Budget and Planning Committee
8. Subcommittee of Budget and Planning Committee
9. Committee on Graduate Studies
10. Committee on Student Evaluation of the Faculty
11. Provost Advisory Council
12. Council of Undergraduate Program
13. Committee on Honors, Prizes, and Awards

The City University of New York