

**COLLEGE COUNCIL**

**AGENDA**

**& ATTACHMENTS**

MONDAY, **SEPTEMBER 14**, 2020

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

Monday, September 14, 2020  
Remote Conferencing via Zoom

- I.** Adoption of the Agenda
- II.** Approval of Members of the College Council Committees (attachment A), Pg. 3
- III.** Election of the Interim Secretary to the College Council
- IV.** Election of the Executive Committee Members
- V.** Approval of the Minutes of the May 11, 2020 College Council (attachment B), Pg. 20
- VI.** College Council Orientation – Legal Counsel Tony Balkissoon, Pg. 23
- VII.** Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C4) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

New CUNY Justice Academy Dual Admissions Programs

- C1. New Articulation Agreement (CJA - Accelerated Dual Admission Program) with Guttman Community College and BS in Human Services and Community Justice, Pg. 33
- C2. New Articulation Agreement (CJA – Accelerated Dual Admission Program) with Bronx Community College and BS in Computer Science and Information Security, Pg. 39

New Courses

- C3. HIS 3XX History of the Cold War, Pg. 44
- C4. SEI 1YY (102) Intro to Business and Entrepreneurship, Pg. 63

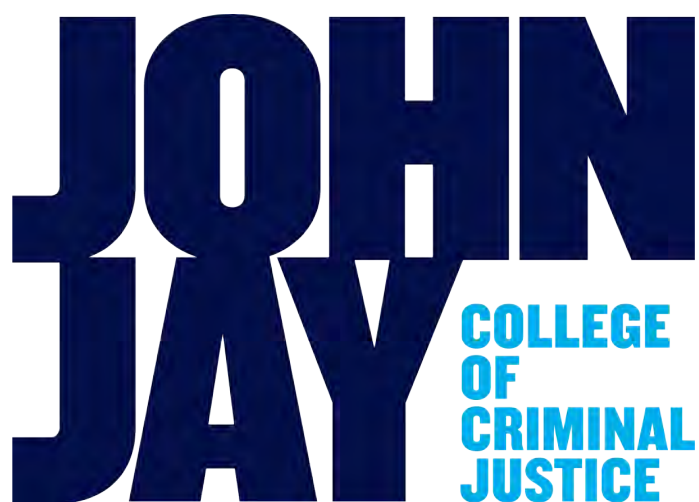
- VIII.** Report from the Committee on Graduate Studies (attachment D) – Dean of Graduate Studies, Elsa-Sofia Morote, Pg. 75

Course Revision

FOS796 Thesis Prospectus II

- IX.** 2020-2021 College Council Calendar (attachment E), Pg. 77
- X.** New Business
- XI.** Administrative Announcements – President Karol Mason

- XII.** Announcements from the Student Council –President Amber Rivero
- XIII.** Announcements from the Faculty Senate – President Warren (Ned) Benton
- XIV.** Announcements from the HEO Council – President Brian Cortijo



College Council  
Membership

&

College Council  
Committees

2020-2021

## Table of Contents

College Council Membership.....	2
College Council Interim Executive Committee .....	3
Executive Committee of the College Council.....	4
Undergraduate Curriculum and Academic Standards Committee.....	5
Committee on Student Interests .....	6
Faculty-Student Disciplinary Committee .....	6
Committee on Faculty Personnel .....	7
Budget and Planning Committee.....	9
Financial Planning Subcommittee .....	10
Strategic Planning Subcommittee .....	11
Committee on Graduate Studies.....	11
Committee on Student Evaluation of the Faculty.....	12
Provost Advisory Council .....	12
Council of Undergraduate Program Coordinators .....	13
Committee on Honors, Prizes and Awards .....	14
College-Wide Grade Appeals Committee .....	15
College-Wide Assessment Committee .....	15
Committee on Faculty Elections.....	16

## College Council Membership

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

### Administration

- |  |                   |
|--|-------------------|
| 1. President (Chairperson)   | Karol Mason       |
| 2. Provost and Vice President for Academic Affairs                                 | Yi Li             |
| 3. Interim Vice President for Finance and Administration                           | Mark Flower       |
| 4. Interim Vice President for Enrollment Management and Student Affairs            | Ellen Hartigan    |
| 5. Dean of Graduate Studies  | Elsa-Sofia Morote |
| 6. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne        |
| Associate Provost and Dean of Research   | Anthony Carpi     |
| Interim Associate Provost for Institutional Effectiveness                          | Allison Pease     |

### Faculty

- |   |                         |
|---|-------------------------|
| a. Full-time faculty elected from each academic department:                     |                         |
| 7. Africana Studies   | Jessica Gordon-Nembhard |
| 8. Anthropology   | Marta-Laura Suska       |
| 9. Art & Music  | Benjamin Lapidus        |
| 10. Communications & Theatre Arts   | Elton Beckett           |
| 11. Counseling  | Mickey Melendez         |
| 12. Criminal Justice  | Violet Yu               |
| 13. Economics   | Christian Parenti       |
| 14. English   | Alexander Long          |
| 15. History   | Edward Paulino          |
| 16. Interdisciplinary Studies   | Amy Green               |
| 17. Latin American & Latinx Studies   | John Gutierrez          |
| 18. Law, Police Science & Criminal Justice                                      | Christopher Herrmann    |
| 19. Library   | Marta Bladek            |
| 20. Mathematics & CS  | Mohamed Ben Zid         |
| 21. Modern Language & Literature  | Silvia Dapia            |
| 22. Philosophy  | Michael Brownstein      |
| 23. Political Science   | Maxwell Mak             |
| 24. Psychology  | Veronica Johnson        |
| 25. Public Management   | Adam Wandt              |
| 26. Sciences  | Joyce Lau               |
| 27. Security, Fire & Emergency Management                                       | Lucia Velotti           |
| 28. SEEK  | Erica King-Toler        |
| 29. Sociology   | Jay Pastrana            |
| c. Faculty allotted according to any method duly adopted by the Faculty Senate: |                         |
| 30. English   | Karen Kaplowitz         |
| 31. History   | Hyunhee Park            |
| 32. Law, Police Science, and Criminal Justice Administration                    | Maria (Maki) Habersfeld |
| 33. Public Management   | Warren (Ned) Benton     |

- 34. Sciences
- 35. Sciences
- 36. SEEK

Lisette Delgado-Cruzata  
Francis Sheehan  
Schevaletta (Chevy) Alford

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

1. Andrea Balis	2. Joel Freiser
3. Chelsea Binns	4. Heath Grant
5. Marta Concheiro-Guisan	6. Anru Lee
7. Jonathan Epstein	8. Catherine Mulder

Higher Education Officers elected by the Higher Education Officers Council:

- 37. Brian Cortijo (ex officio)
- 38. Catherine Alves
- 39. Rulisa Galloway-Perry
- 40. Janet Winter

- Two Higher Education Officer alternates who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent higher education officer representative:

1. Neil Caesar	2. Alisa Thomas
----------------	-----------------

Students

- |   |                    |
|---|--------------------|
| 41. President of the Student Council  | Amber Rivero       |
| 42. Vice President of the Student Council   | Andrew Berezhansky |
| 43. Treasurer of the Student Council  | Saaif Alam         |
| 44. Secretary of the Student Council  | Aileen Luna        |
| 45. Elected At-Large Representative   | Yousof Abdelreheem |
| 46. Elected graduate student representative   | Sharon Solomon     |
| 47. Elected senior class representative   | Maia Farina        |
| 48. Elected junior class representative   | Katelynn Seodarsan |
| 49. Elected sophomore class representative  | Jose Perez         |
| 50. Freshman representative designated according to a method duly adopted by the Student Council. | Vacant             |

- Four (4) alternate student representatives, who vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent student representative:

1. Gregory Kirsopp	2. Jessica Rosario
3. Fatumata Tunkara	4. Vacant

College Council Interim Executive Committee

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

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Interim Vice President for Finance and Administration Mark Flower
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- President of the Faculty Senate Warren (Ned) Benton
- Vice-President of the Faculty Senate Karen Kaplowitz
- Two (2) other members of the Faculty Senate
  1. Andrea Balis
  2. Francis Sheehan
- President of the Higher Education Officers Council Brian Cortijo
- Vice-President of the Higher Education Officers Council Vacant
- President of the Student Council Amber Rivero
- Vice-President of the Student Council Andrew Berezchansky

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

### Executive Committee of the College Council

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

The Executive Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Interim Vice President for Finance and Administration Mark Flower
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Warren (Ned) Benton
  2. Karen Kaplowitz



3. Francis Sheehan
4. Schevaletta (Chevy) Alford
5. Lissette Delgado-Cruzata
6. Joel Freiser
7. Andrea Balis
- Two (2) higher education officers
  1. Brian Cortijo
  2. Janet Winter
- Three (3) students
  1. Amber Rivero
  2. Andrew Berezhansky
  3. Vacant

### Undergraduate Curriculum and Academic Standards Committee

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

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

- |   |                    |
|---|--------------------|
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson)   | Dara Byrne         |
| • Interim Vice President for Enrollment Management and Student Affairs  | Ellen Hartigan     |
| • Assistant Dean of Undergraduate Studies   | Katherine Killoran |
| • Registrar   | Daniel Matos       |
| • The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years |                    |
| 1. Africana Studies   | Crystal Endsley    |
| 2. Anthropology   | Kimberley McKinson |
| 3. Art and Music  | Erin Thompson      |
| 4. Communication & Theater Arts   | Lorraine Moller    |
| 5. Counseling and Human Services  | Vacant             |
| 6. Criminal Justice   | Valerie West       |
| 7. Economics  | Zhun Xu            |
| 8. English  | Bettina Carbonell  |
| 9. History  | Ray Patton         |
| 10. Interdisciplinary Studies Program (ISP)   | Nina Rose Fischer  |
| 11. Library   | Maria Kiriakova    |
| 12. Latin American & Latinx Studies   | Suzanne Oboler     |
| 13. Law, Police Science & CJA   | Beverly Frazier    |
| 14. Mathematics & Computer Science  | Michael Puls       |

- |   |  |
|---|--|
| 15. Modern languages & Literature         | Maria Julia Rossi                            |
| 16. Philosophy                            | Sergio Gallegos                              |
| 17. Political Science                     | Ke Li  |
| 18. Psychology                            | Kelly McWilliams                             |
| 19. Public Management                     | Judy-Lynne Peters                            |
| 20. Sciences                              | Angelique Corthals                           |
| 21. Security, Fire & Emergency Management | Lucia Velotti                                |
| 22. SEEK                                  | Virginia Diaz-Mendoza                        |
| 23. Sociology                             | Fall: Henry Pontell<br>Spring: Jana Arsovska |
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of at least 3.0.
    1. Maia Farina
    2. Katelynn Seodarsan
    3. Tayvhon Pierce

### Committee on Student Interests

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

- Assistant Vice President and Dean of Students (Chairperson)      Michael Sachs
- Director of Athletics      Carol Kashow
- Senior Director for Student Affairs      Danielle Officer
- Two (2) members of the faculty
  1. Ellen Belcher
  2. Nicole Elias
- Six (6) students
  1. Vacant
  2. Vacant
  3. Vacant
  4. Vacant
  5. Vacant
  6. Vacant

### Faculty-Student Disciplinary Committee

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

Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
  1. Robert McCrie
  2. David Shapiro
  3. Peggie Wupperman
- Two (2) full-time members of the faculty, as defined in the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. Claudia Calirman
  2. Jamie Longazel
  3. Aida Martinez-Gomez
  4. Maureen Richards
  5. Martin Wallenstein
  6. Vacant
- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Sharon Solomon
  2. Pedro Hernandez
  3. Rhojay Brown
  4. Luis Sanchez
  5. Vacant
  6. Vacant

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

### Committee on Faculty Personnel

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

Policy recommendations of the committee shall be made to the College Council for action. Recommendations with respect to appointments, promotions, and other matters specified in the

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

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Interim Dean of Graduate Studies Avram Bornstein
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
- Associate Provost and Dean of Research Anthony Carpi
- Chairperson of each academic department
  - 1. Africana Studies Jessica Gordon-Nembhard
  - 2. Anthropology Alisse Waterston
  - 3. Art and Music Benjamin Bierman
  - 4. Communication and Theater Arts Seth Baumrin
  - 5. Counseling and Human Services Katherine Stavrianopoulos
  - 6. Criminal Justice Brian Lawton
  - 7. Economics Jay Hamilton
  - 8. English Jay Gates
  - 9. History David Munns
  - 10. Interdisciplinary Studies Department Katie Gentile
  - 11. Latin American and Latinx Studies Jose L. Morin
  - 12. Law, Police Science, and Criminal Justice Administration Peter Moskos
  - 13. Library Larry Sullivan
  - 14. Mathematics and Computer Science Douglas Salane
  - 15. Modern Languages and Literatures Vicente Lecuna
  - 16. Philosophy Jonathan Jacobs
  - 17. Political Science Andrew Sidman
  - 18. Psychology Angela Crossman
  - 19. Public Management Warren Eller
  - 20. Sciences Shu Yuan Cheng
  - 21. Security, Fire and Emergency Management Charles Nemeth
  - 22. SEEK Monika Son
  - 23. Sociology Robert Garot
- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
  - 1. Mangai Natarajan, Professor, Criminal Justice
  - 2. Elise Champeil, Professor, Sciences
  - 3. Michael Pfeifer, Professor, History
- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may

vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.

1. Warren (Ned) Benton, Professor, Public Management
  2. Brian Arbour, Associate Professor, Political Science
  3. Aftab Ahmad, Professor, Mathematics and Computer Science
- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
    1. Jeffrey Culbertson
    2. Vacant

### Budget and Planning Committee

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

- |   |                           |
|---|---------------------------|
| • President (Chairperson)   | Karol Mason               |
| • Provost and Vice President for Academic Affairs                                 | Yi Li                     |
| • Interim Vice President for Finance and Administration                           | Mark Flower               |
| • Interim Vice President for Enrollment Management and Student Affairs            | Ellen Hartigan            |
| • Interim Associate Provost for Institutional Effectiveness                       | Allison Pease             |
| • Executive Director for Human Resources  | Ella Kiselyuk             |
| • Dean of Graduate Studies  | Elsa-Sofia Morote         |
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne                |
| • Associate Provost and Dean of Research  | Anthony Carpi             |
| • Assistant Vice President for Finance  |                           |
| • Vice President for Institutional Advancement                                    | Robin Merle               |
| • President of the Faculty Senate   | Warren (Ned) Benton       |
| • Vice President of the Faculty Senate  | Karen Kaplowitz           |
| • Co-Chair of the Faculty Senate Fiscal Affairs Committee                         | Maki Haberfeld            |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee                       | Erica King-Toler          |
| • Chairperson of each academic department   |                           |
| 1. Africana Studies   | Jessica Gordon-Nembhard   |
| 2. Anthropology   | Alisse Waterston          |
| 3. Art and Music  | Benjamin Bierman          |
| 4. Communication and Theater Arts   | Seth Baumrin              |
| 5. Counseling and Human Services  | Katherine Stavrianopoulos |

- |  |                 |
|--|-----------------|
| 6. Criminal Justice  | Brian Lawton    |
| 7. Economics   | Jay Hamilton    |
| 8. English   | Jay Gates       |
| 9. History   | David Munns     |
| 10. Interdisciplinary Studies Department   | Katie Gentile   |
| 11. Latin American and Latinx Studies  | Jose L. Morin   |
| 12. Law, Police Science, and Criminal Justice Administration   | Peter Moskos    |
| 13. Library  | Larry Sullivan  |
| 14. Mathematics and Computer Science   | Douglas Salane  |
| 15. Modern Languages and Literatures   | Vicente Lecuna  |
| 16. Philosophy   | Jonathan Jacobs |
| 17. Political Science  | Andrew Sidman   |
| 18. Psychology   | Angela Crossman |
| 19. Public Management  | Warren Eller    |
| 20. Sciences   | Shu Yuan Cheng  |
| 21. Security, Fire and Emergency Management  | Charles Nemeth  |
| 22. SEEK   | Monika Son      |
| 23. Sociology  | Robert Garot    |
| • President of the Higher Education Officers Council   | Brian Cortijo   |
| • Two (2) higher education officer representatives   |                 |
| 1. Jarrett Foster  |                 |
| 2. Michael Scaduto   |                 |
| • President of the Student Council or designee   | Amber Rivero    |
| • Treasurer of the Student Council or designee   | Saaif Alam      |
| • Additional student representative  | Tayvhon Pierce  |
| • Additional student representative  | Gregory Kirsopp |
| • Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees. |                 |
| 1. Anthony Chambers  |                 |
| 2. VACANT  |                 |

### Financial Planning Subcommittee

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

- |  |                     |
|--|---------------------|
| • Vice President of Finance and Administration (Chairperson) | Steven Titan        |
| • Provost and Vice President for Academic Affairs            | Yi Li               |
| • President of the Faculty Senate                            | Warren (Ned) Benton |
| • Vice President of the Faculty Senate                       | Karen Kaplowitz     |
| • One (1) representative chosen by the Faculty Sente         | Erica King-Toler    |
| • Chair of the Council of Chairs                             | Vacant              |
| • Vice Chair of the Council of Chairs                        | Vacant              |
| • One (1) representative chosen by the Council of Chairs     | Vacant              |
| • Chair of the Higher Education Officers Council             | Brian Cortijo       |

- Student representative Saaif Alam
- Student representative Vacant

The Assistant Vice President for Finance Mark Flower and the Provost's Assistant Dean for Academic Operations and Financial Affairs, Kinya Chandler shall staff the subcommittee.

#### Strategic Planning Subcommittee

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

- Provost and Vice President for Academic Affairs (Chairperson) Yi Li
- Interim Associate Provost for Institutional Effectiveness Allison Pease
- Vice President of Finance and Administration Steven Titan
- President of the Faculty Senate Warren (Ned) Benton
- Vice President of the Faculty Senate Karen Kaplowitz
- Two (2) representatives chosen by the Faculty Senate
  1. Catherine Mulder
  2. Heath Grant
- Chair of the Council of Chairs Vacant
- Two (2) representatives chosen by the Council of Chairs
  1. Vacant
  2. Vacant
- President of the Higher Education Officers Council Brian Cortijo
- Two (2) student representatives
  1. Amber Rivero
  2. Jessica Rosario

The Director of Institutional Research, Ricardo M. Anzaldua and the Director of Outcomes Assessment, Dyanna Pooley shall staff the subcommittee.

#### Committee on Graduate Studies

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

- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Dean of Graduate Studies (Chairperson) Elsa-Sofia Morote
- Assistant Vice President and Dean of Students Michael Sachs
- Chief Librarian Larry Sullivan
- Graduate Program Directors
  - 1. Criminal Justice Heath Grant
  - 2. Digital Forensics and Cybersecurity Doug Salane
  - 3. Economics Ian Seda
  - 4. Emergency Management Charles Jennings
  - 5. Forensic Mental Health Counseling Chitra Raghavan
  - 6. Forensic Psychology Diana Falkenbach
  - 7. Forensic Psychology BA/MA Program Charles Stone
  - 8. Forensic Science Mechthild Prinz
  - 9. Human Rights Charlotte Walker-Said
  - 10. International Crime and Justice Gohar Petrossian
  - 11. Protection Management Robert McCrie
  - 12. MPA: Public Policy and Administration Yi Lu
  - 13. MPA: Inspection and Oversight Dan Feldman
  - 14. Security Management Charles Nemeth
- Two (2) graduate students
  - 1. Cassandra Rodriguez
  - 2. Claire Fleischer

### Committee on Student Evaluation of the Faculty

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

- Four (4) full-time members of the faculty
  - 1. Keith Markus
  - 2. Brett Stoudt
  - 3. Daniel Yaverbaum
  - 4. VACANT
- Two (2) students
  - 1. Jose Perez
  - 2. Jayvhon Thomas

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

### Provost Advisory Council



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

- |   |                           |
|---|---------------------------|
| • Provost and Vice President for Academic Affairs (Chairperson)                         | Yi Li                     |
| • Assistant Dean of Academic Operations and Financial Affairs,<br>Office of the Provost | Kinya Chandler            |
| • President of the Faculty Senate   | Warren (Ned) Benton       |
| • Vice President of the Faculty Senate  | Karen Kaplowitz           |
| • Chairperson of each academic department   |                           |
| 1. Africana Studies   | Jessica Gordon-Nembhard   |
| 2. Anthropology   | Alisse Waterston          |
| 3. Art and Music  | Benjamin Bierman          |
| 4. Communication and Theater Arts   | Seth Baumrin              |
| 5. Counseling and Human Services  | Katherine Stavrianopoulos |
| 6. Criminal Justice   | Brian Lawton              |
| 7. Economics  | Jay Hamilton              |
| 8. English  | Jay Gates                 |
| 9. History  | David Munns               |
| 10. Interdisciplinary Studies Department  | Katie Gentile             |
| 11. Latin American and Latinx Studies   | Jose L. Morin             |
| 12. Law, Police Science, and Criminal Justice<br>Administration                         | Peter Moskos              |
| 13. Library   | Larry Sullivan            |
| 14. Mathematics and Computer Science  | Douglas Salane            |
| 15. Modern Languages and Literatures  | Vicente Lecuna            |
| 16. Philosophy  | Jonathan Jacobs           |
| 17. Political Science   | Andrew Sidman             |
| 18. Psychology  | Angela Crossman           |
| 19. Public Management   | Warren Eller              |
| 20. Sciences  | Shu Yuan Cheng            |
| 21. Security, Fire and Emergency Management   | Charles Nemeth            |
| 22. SEEK  | Monika Son                |
| 23. Sociology   | Robert Garot              |

### Council of Undergraduate Program Coordinators

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

- |  |            |
|--|------------|
| • Associate Provost for Undergraduate Retention and Dean of<br>Undergraduate Studies (Chairperson) | Dara Byrne |
| • Coordinators of Undergraduate Majors   |            |

1. Anthropology	Ed Snajdr
2. Applied Mathematics: Data Science & Cryptography	Samuel Graff
3. Cell & Molecular Biology	Jason Rauceo
4. Computer Science and Information Security	Sven Dietrich
5. Criminal Justice (B.A.)	Evan Mandery
6. Criminal Justice (B.S.)	Serguei Cheloukhine
7. Criminal Justice Management	Denise Thompson
8. Criminology (B.A.)	Andrew Karmen
9. Culture and Deviance Studies	Ed Snajdr
10. Economics	Sara Bernardo
11. English	Olivera Jokic
12. Emergency Services Administration	Robert Till
13. Fire Science	Robert Till
14. Forensic Psychology (B.A.)	Silvia Mazzula
15. Forensic Science (B.S.)	Nicholas Petraco
16. Fraud Examination and Financial Forensics	David Shapiro
17. Gender Studies	Antonio Jay Pastrana
18. Global History (B.A.)	James DeLorenzi
19. Humanities and Justice	Allison Kavey
20. Human Services and Community Justice	Nancy Velazquez-Torres
21. International Criminal Justice	Rosemary Barberet
22. Latin American and Latinx Studies	Brian Montes
23. Law and Society	Jean Carmalt*
	Jamie Longazel*
24. Legal Studies	Andrew Sidman
25. Library	Karen Okamoto
26. Philosophy	Amie Macdonald
27. Police Studies	Joe Pollini
28. Political Science	Brian Arbour
29. Public Administration	Elizabeth Nisbet
30. Security Management	Robert McCrie
31. Sociology	Jayne Mooney
32. Spanish	Aida Martinez-Gomez
33. Toxicology	Shu-Yuan Cheng (Demi)

\*Co-coordinators

### Committee on Honors, Prizes and Awards

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

- Interim Vice President for Enrollment Management and Student Affairs (Chairperson) Ellen Hartigan
- Assistant Vice President and Dean of Students Michael Sachs
- Senior Director for Student Affairs Danielle Officer
- Three (3) full-time members of the faculty

1. Kate Cauley
2. Anru Lee
3. Hung-Lung Wei
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of 3.0. Student representatives shall not be seniors.
  1. Talia Salamatbad
  2. Fernanda Lujan
  3. Vacant

### College-Wide Grade Appeals Committee

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

1. Chevy Alford
2. Matthew Perry
3. Gloria Proni
4. Toy-Fung Tung
5. Vacant

### College-Wide Assessment Committee

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

- |  |               |
|--|---------------|
| • Director of Assessment (ex officio)                                    | Dyanna Pooley |
| • Interim Associate Provost for Institutional Effectiveness (ex officio) | Allison Pease |
| • Seven (7) Full-time Faculty Members                                    |               |
| 1. Mechthild Prinz   |               |
| 2. Kim Liao  |               |
| 3. Peter Mameli  |               |
| 4. Tim McCormack   |               |
| 5. Karen Okamoto   |               |
| 6. David Shapiro   |               |
| 7. Sandra Swenson  |               |
| • Three (3) Higher Education Officers                                    |               |
| 1. Demy Spadideas  |               |
| 2. Gulen Zubizarreta   |               |
| 3. Elena Beharry   |               |

Special Committee of the College Council  
Committee on Faculty Elections

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

1. Maria Kiriakova
2. Matluba Khodjaeva
3. Hyunhee Park
4. Maureen Richards
5. Vacant

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Monday, May 11, 2020

The College Council held its seventh meeting of the 2019-2020 academic year on Monday, May 11, 2020. The meeting was called to order at 1:41 p.m. and the following members were present: Saaif Alam\*, Schevaletta (Chevy) Alford, George Andreopoulos, Andrea Balis, Elton Beckett, Warren (Ned) Benton, Chelsea Binns, Marta Bladek, Avram Bornstein, Dara Byrne, Anthony Carpi, Marta Concherio-Guisan, Glenn Corbett\*, Brian Coritijo, Lissette Delgado-Cruzata, Sven Dietrich, Adam Fane, Jarrett Foster\*, Joel Freiser, Rulisa Galloway-Perry, Robert Garot\*, Amy Green, John Gutierrez, Maria (Maki) Haberfeld, Ellen Hartigan, Michelle Holder, Karen Kaplowitz, Ariana Kazansky, Erica King-Toler, Musarrat Lamia, Yuk-Ting (Joyce) Lau, Anthony Leonardo, Yi Li, Peter Mameli, Terencia Martin, Karol Mason, Mickey Melendez, Catherine Mulder, Fidel Osorio, Kimberly Paredes, Hyunhee Park, Tara Pauliny, Edward Paulino, Allison Pease, John Pittman, Michael Scaduto, David Shapiro, Francis Sheehan, Sharon Solomon, Charles Stone, Steven Titan, Hung-Lung Wei, Rebecca Weiss, Janet Winter, Violet Yu, and Guoqi Zhang.

Absent: Teresa Booker, Gloria Browne-Marshall, Sudhendra Budidi\*, Lucas Carvalho, Jasmine Chevez, Silvia Dapia, Cassandra De Ketelaere, Heath Grant, Euxhenia Hodo, Lila Kazemian, Daiquan Llewellyn, Cyriaco Lopes, Sari Mendoza, Katelynn Seodarsan, and Marta-Laura Suska.

**I. Adoption of the Agenda**

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

**II. Approval of the Minutes of the April 6, 2020 College Council**

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

**III. Approval of the 2019-2020 Graduates (attachment B)**

A motion was made to approve the 2018-2019 graduates. The motion was seconded and approved unanimously.

**IV. Proposed Revision of the Undergraduate Appeals Grade Process (attachment C)**

A motion was made to adopt the proposal. The motion was seconded and approved:

In Favor: 54

Opposed: 1

Abstention: 0

**V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1-D21)**

A motion was made to adopt the program marked "D1. Proposal for a New Accelerated/Dual Admission Program for BA in Forensic Psychology Leading to the MA in Forensic Mental Health Counseling." The motion was seconded and approved unanimously.

A motion was made to adopt the program marked "D2. New Minor in Writing and Rhetoric." The motion was seconded and approved:

In Favor: 52

Opposed: 0

Abstention: 1

A motion was made to adopt the item marked "D3. Proposal to Revise the BS in Security Management." The motion was seconded and approved unanimously.

A motion was made to adopt the item marked "D4. Proposal to Revise the BA Major and Minor in Latin American and Latinx Studies." The motion was seconded and approved unanimously.

A motion was made to adopt the item marked "D5. Proposal to Revise the Computer Science Minor." The motion was seconded and approved unanimously.

A motion was made to vote on the new courses marked D6-D9 as a slate. The motion was seconded and approved unanimously.

- D6. ASL 1XX (101) Introductory American Sign Language I (FC: World Cult)
- D7. ASL 1YY (102) Introductory American Sign Language II (CO: Com)
- D8. CSCI 4XX Quantum Computing
- D9. DRA 3XX Theatre of the Oppressed

A motion was made to adopt the slate. The motion was seconded and approved unanimously.

A motion was made to adopt the new course marked "D10. ENG 3XX Feminist Rhetorics: Histories, Intersections, Challenges." The motion was seconded and approved unanimously.

A motion was made to vote on the course revisions marked D11-D21 as a slate. The motion was seconded and approved unanimously.

- D11. BIO 101 Paced Modern Biology I-A
- D12. BIO 102 Paced Modern Biology I-B
- D13. BIO 103 Modern Biology I
- D14. BIO 104 Modern Biology II
- D15. CHE 101 General Chemistry I-A
- D16. CHE 103 General Chemistry I
- D17. CHE 104 General Chemistry II
- D18. SEC 344 Intro to Executive & Event Protection
- D19. SOC 341 International Criminology
- D20. SOC 385 Selected Topics in Criminology
- D21. SOC 440 Senior Seminar (Criminology)

A motion was made to adopt the slate. The motion was seconded and approved unanimously.

**VI. Report from the Committee on Graduate Studies (attachment E)**

A motion was made to adopt the item marked "Change to program-specific admissions requirements: MA in Criminal Justice." The motion was seconded and approved unanimously.

**VII. Bylaw Amendment (second reading): Change of Membership on the Budget and Planning Committee, Financial Planning Subcommittee, and Strategic Planning Subcommittee (attachment F)**

A motion was made to adopt the amendment. The motion was seconded and approved unanimously.

**VIII. Resolution to Affirm Viable Student Activity Fee Expenditures (attachment G)**

President Lamia presented the resolution as a point of information.

**IX. Strategic Plan (attachment H)**

A motion was made to adopt the Strategic Plan. The motion was seconded and approved:

In Favor: 55

Opposed: 0

Abstention: 1

**X. Report on the 2015-2020 Strategic Plan (attachment I)**

The report was presented as a point of information.

**XI. New Business**

**XII. Administrative Announcements – President Karol Mason**

**XIII. Announcements from the Student Council – President Musarrat Lamia**

**XIV. Announcements from the Faculty Senate – President Warren (Ned) Benton**

**XV. Announcements from the HEO Council – President Brian Cortijo**

# **COLLEGE COUNCIL ORIENTATION**





## **ROLE OF COLLEGE COUNCIL**

- Primary governing body of the College
- Establishes policy on all matters except those expressly reserved to others

## COLLEGE COUNCIL MEMBERS

50 TOTAL MEMBERS

30 Faculty Members (8 alternates)

4 Higher Education Officers (2 alternates)

10 Students (4 alternates)

6 Administration



Who may propose agenda items?

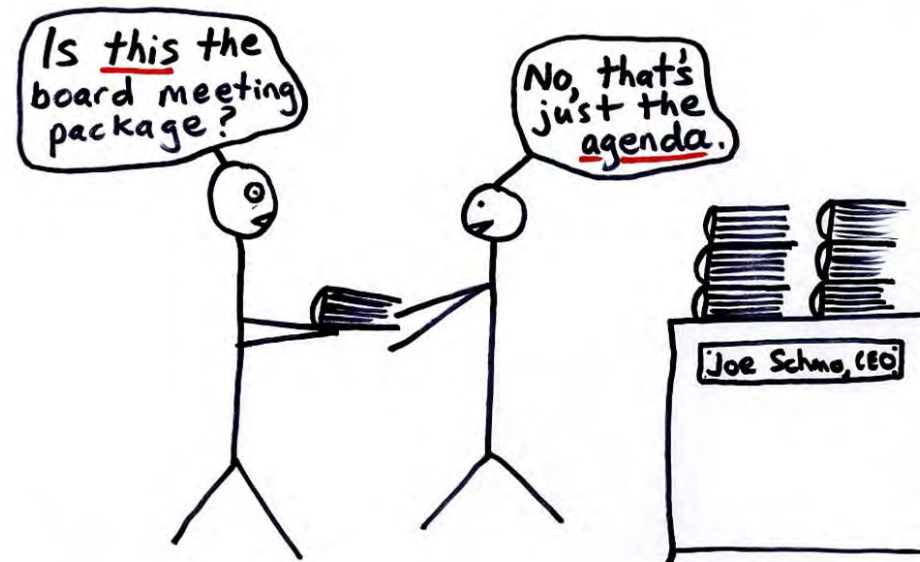
Faculty Senate

Any Committee of the College Council

Council of Chairs

Higher Education Officer Council

Student Council



College Council Agenda is prepared by the Executive Committee:

President

Provost and VP for Academic Affairs

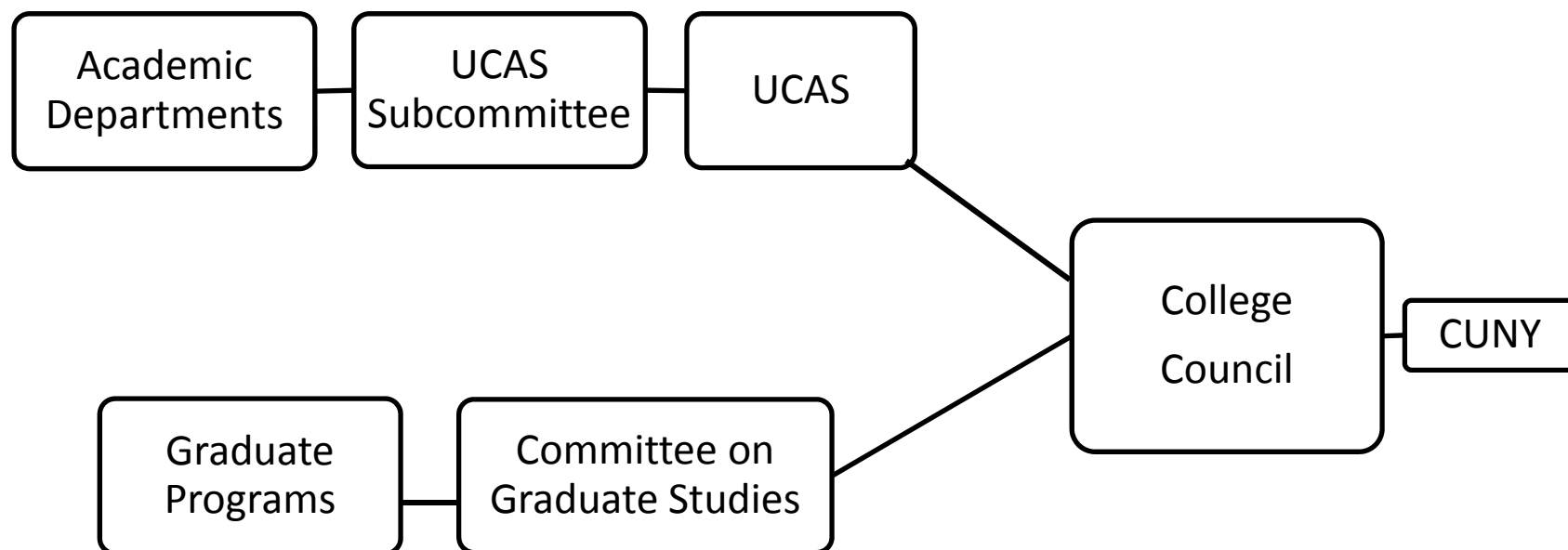
2 additional administrators named by the President

7 Faculty members

2 Higher Education Officers

3 Students





## COLLEGE COUNCIL QUORUM AND VOTING



A quorum of 26 members is required to convene a meeting and conduct business

An affirmative vote of 26 members is required to take any action on a matter within its authority

## College Council Open Meetings Law Requirements



The public has the right to attend any meeting of the College Council.

- prior public notice of the meeting,
- written minutes,
- a record of the final vote on each matter on which a vote is formally taken.

## COLLEGE COUNCIL ROBERTS RULES OF ORDER

A little parliamentary procedure can do wonders when it comes to maintaining order in a meeting.





## CUNY BOARD OF TRUSTEES ROLE

### WHAT HAPPENS AFTER COLLEGE COUNCIL APPROVALS?

All academic curricula must be approved by the CUNY Board of Trustees

Role of CUNY Board of Trustees.

- Committee on Academic Policy Program and Research (CAPPR): reviews all academic program proposals, then reports to the BOT
- Other academic curricular matters, such as revisions in existing degree programs, the introduction of new courses, or revisions in existing courses, must be submitted through the Chancellor's University Report. The Report is a compilation of all routine personnel, fiscal and academic matters of the University and which is Action Item No. 1 on the calendar for each CUNY Board meeting.





## ARTICULATION AGREEMENT

### A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Guttman Community College

Program: Human Services

Degree: Associate in Arts (AA.)

Receiving College: John Jay College of Criminal Justice

Department: Counseling and Human Services

Program: Human Services

Degree: Bachelor of Science (B.S.)

### B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Grade of C or better in freshman composition, its equivalent, or a higher-level English course.
- Successful completion of a 3 credit college-level math course
- A.A. Degree in Human Services and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60.

Total additional credits required at the senior college to complete baccalaureate degree: 60.

Total credits required for the John Jay baccalaureate degree: 120

### C. SUMMARY OF TRANSFER CREDITS FROM GCC AND CREDITS TO BE COMPLETED AT JOHN JAY

B.S. in Human Services	Total Credits for the Baccalaureate	Transfer Credits from GCC	Credits to be completed at John Jay
General Education Requirements	36	30	6
Major Requirements	56-68	26	27-36
Electives	21-27	3-6	21-27
Total	120	60	60

## D. TRANSFER CREDITS AWARDED

Guttman Community College (GCC) graduates who complete the Associate in Arts (A.A.) degree in Human Services will receive 60 credits toward the Bachelor of Science (B.S.) degree in Human Services at John Jay College of Criminal Justice (John Jay) as indicated below.

Course #	Course Title	Gen Ed	Credits Granted
	General Education Foundation		
ENGL 103	English Composition I	RC: EC	3
ENGL 203	English Composition II	RC: EC	3
MAT 103 MAT 103A +MAT 103B	Statistics	RC: MQ	3
BIOL 212	Introduction to Biology	RC: LP	3
LASC 102	City Seminar 2	FC: WCG	3
LASC 101	City Seminar 1	FC: U.S.	3
LASC 200	Arts in New York City	FC: CE	3
SOSC 111	Ethnographies of Work I	FC: IS	3
CHE 110 OR SOCI 231	Introduction to Chemistry OR Introduction to Urban Community Health	FC: SW	3
SOSC 113	Ethnographies of Work II	FC	3
			30
	Human Services		
HSVC 103	Introduction to Human Services		3
GOVT 202	<b>American Gov't and Politics</b>		3
HSVC 113	Methods of Intervention for the Human Services		2
HSVC 201	Fieldwork and Integrative Seminars I		3
HSS 203	Fieldwork and Integrative Seminars II		3
HSVS 213	Health and Human Services Policy		3
SOCI 102	Introduction to Sociology		3
SOCI 231	Introduction to Urban Community Health		3
UBST 201 OR ANTH 227	Urban Anthropology: Poverty & Affluence OR Sexuality & Gender in Urban Life		3
			26
	Human Services Electives: Choose 1-2		
	HSVC 204: Special Topics in Fields of Practice HSVC 223: Introduction to Disability Studies HSVC 298 Independent Study INFT 203: Introduction to Management Information Systems LASC 295: Issues in Global Learning PSY 101: Introduction to Psychology SOCI 201: Crime and Justice in Urban Society SOCI 214: Social Determinants of Health SOCI 203: Community Organizing		3-6
	Electives Total		3-6
	Total		60

## E. COURSE EQUIVALENCIES

Course #	Course Title	Course #	Equivalent Course Title
ENGL 103	English Composition I	ENG 101	Composition I
ENGL 203	English Composition II	ENG 201	Composition II
MAT 103 MAT 103A +MAT 103B	Statistics	MAT 108	Social Science Math
BIOL 212	Introduction to Biology	BIO 101	Introduction to Biology
LASC 102	City Seminar 2		World Cultures and Global Issues
LASC 101	City Seminar 1		US Experience in its Diversity
LASC 200	Arts in New York City	ART 205	Creative Expression
SOSC 111	Ethnographies of Work I		Individual and Society
CHE 110	Introduction to Chemistry	CHE 101	Scientific World
SOCI 231	Introduction to Urban Community Health	CHS 261	Pseudo Course to be created at JJAY: Category A: Human Systems and Interventions Major Elective
SOSC 113	Ethnographies of Work II	SOC	Blanket credit
HSVC 103	Introduction to Human Services	CHS 150	Foundations of Human Services Counseling (Required Core)
GOVT 202	<b>American Gov't and Politics</b>	POL 101	American Government and Politics (Flexible Core: US Experience in Its Diversity)
HSVC 113	Methods of Intervention for the Human Services	CHS	Blanket Elective Credit
HSVC 201	Fieldwork and Integrative Seminars I	CHS	Blanket Elective Credit
HSS 203	Fieldwork and Integrative Seminars II	CHS 381	Field Education in Human Services I (Field Experience I)
HSVS 213	Health and Human Services Policy	PAD 280	Selected Topics in Public Administration (Category C: Advocacy, Policy and Administration)
SOCI 102	Introduction to Sociology	SOC 101	Introduction to Sociology (Foundation Course)
SOCI 231	Introduction to Urban Community Health	CHS 261	Pseudo Course to be created at JJAY: Category A: Human Systems and Interventions Major Elective
UBST 201	Urban Anthropology: Poverty & Affluence	ANT 208	Urban Anthropology (Category C: Advocacy, Policy and Administration)
ANTH 227	Sexuality & Gender in Urban Life	GEN 205	Gender and Justice (Category C: Advocacy, Policy and Administration Major Elective)
HSVC 204	Special Topics in Fields of Practice	CSL 280	Selected Topics in Counseling and Human Services Category A: Human Systems and Interventions Major Elective
HSVC 223	Introduction to Disability Studies	CHS 262	Pseudo Course: Category B: Justice in Human Services Major Elective
HSVC 298	Independent Study	ELEC	Blanket Elective Credit
INFT 203	Introduction to Management Information Systems	ELEC	Blanket Elective Credit
LASC 295	: Issues in Global Learning	ELEC	Blanket Elective Credit
PSY 101	Introduction to Psychology	PSY 101	Intro to Psychology
SOCI 201	Crime and Justice in Urban Society	CHS 262	Pseudo Course: Category B: Justice in Human Services Major Elective
SOCI 214	Social Determinants of Health	CHS 263	Pseudo Course: Category C: Advocacy, Policy and Administration Major Elective
SOCI 203	Community Organizing	AFR 145	Introduction to Community Justice in Human Systems

## F. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

### B.S. in Human Services

College Option	300 Justice Core	Gen Ed	3
College Option	Learning from the Past or Communications	Gen Ed	3
AFR 145	Introduction to Community Justice in Human Systems (if not satisfied by SOCI 203 at Guttman)		0-3
AFR 227	Community Based Approaches to Justice		3
CHS 230	Culture, Direct Services & Community Practice		3
CHS 235	Theories of Assessment and Intervention		3
CHS 310	Advanced Interpersonal Counseling Skills		3
AFR 325	Research Methods in Human Services and Community Justice		3
CHS 320	Program Planning and Development		3
Choose 1:	Field Experience II		3
AFR 378	Field Education in Community Organizing and Community Practice II		
CHS 382	Field Education in Human Services II		
Electives, Choose 1-2 Courses	Category A: Human Services and Interventions Category B: Justice in Human Services		0-6
CHS 415	Senior Seminar in Human Services and Community Justice		3
	Electives (consult with an advisor)		21-27
	Total Transfer Credits Applied to Program		60
	Total Credits Required after Transfer		60
	Total Credits Required for Degree		120

## Category A: Human Services and Interventions (select one)

AFR 204	Religion, Terrorism and Violence in the Africana World
AFR 215	Police and Urban Communities
AFR 248	Men: Masculinities in the United States
AFR 347/PSY 247	Psychology of Oppression
ANT 332	Class, Race, Ethnicity and Gender in the Anthropological Perspective
CSL 130	Effective Parenting
CSL 227	Families: Stress, Resiliency and Support Systems
CSL 233	Multicultural Issues in Human Services
CSL 280	Intimate Relationships: Love, Sex and Attachment
CSL 342/PSY 342	Introduction to Counseling Psychology
LLS 241	Latina/os in & the City
PSY 231	Developmental Psychology
SOC202/PSY 202	The Family: Change, Challenges and Crisis Intervention
SOC 213/PSY 213	Race and Ethnic Relations
SOC 227	Sociology of Mental Illness

## Category B: Justice in Human Services (select one)

AFR 229	Restorative Justice: Making Peace and Resolving Conflict
AFR 317	Environmental Racism
AFR 319	Self, Identity and Justice: Global Perspectives
AFR 320	Perspectives on Justice in the Africana World
ANT 330	American Cultural Pluralism and the Law
CSL 363	Vocational Development and Social Justice
LLS 322	Latino/a Struggles for Civil Rights and Social Justice
LLS 325	Latino/a Struggles of Criminal Justice
SOC 216	Probation and Parole: Theoretical and Practical Approaches
SOC 314	Theories of Social Order

## Category C: Advocacy, Policy and Administration (select one)

AFR 232/LLS 232	Comparative Perspectives on Crime in the Caribbean
AFR 315	Community-based Justice in Africana World
AFR 322	Inequality and Wealth
ANT 208	Urban Anthropology
ANT 324	Anthropology of Work
CSL 220	Leadership Skills
CSL 260	Gender & Work Life (was Counseling in Gender & Work Life)
GEN 205	Gender and Justice
PAD 380	Selected Topics in Public Administration
SOC 201	Urban Sociology: The Study of City Life
SOC 209	Sociology of Work and Jobs
SOC 302	Social Problems

## G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

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

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by representatives from each institution's respective departments, selected by their chairpersons/program directors.

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

Each semester John Jay will provide GCC with the following information: a) the number of GCC students who applied to the program; b) the number of GCC students who were accepted into the program; c) the number of GCC students who enrolled; and d) the aggregate GPA of these enrolled students.

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

This articulation agreement will be publicized on the GCC website, and on John Jay's website. Transfer advisors at GCC will promote this agreement with eligible students.

Effective Date: Spring 2021

Guttman Community College

John Jay College of Criminal Justice

Dr. Howard Wach Date  
Vice President and Provost of Academic Affairs

Dr. Yi Li	Date
Provost and Vice President for Academic Affairs	

Dr. Nicole Kras  
Professor & Program Coordinator  
Human Services

Dr. Katherine Stavrianopoulos      Date \_\_\_\_\_  
Department Chairperson  
Counseling and Human Services



## THE CITY UNIVERSITY OF NEW YORK ARTICULATION AGREEMENT

### A. SENDING AND RECEIVING INSTITUTIONS

**Sending College:** Bronx Community College of the City University of New York

Department: Mathematics and Computer Science

Program: Computer Science

Degree: Associate in Science

**Receiving College:** John Jay College of Criminal Justice of the City University of New York

Department: Mathematics and Computer Science

Program: Computer Science and Information Security

Degree: Bachelor of Science

### B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

(e.g., minimum GPA, audition/portfolio):

#### **Application Deadlines:**

Spring Admissions-September 15, Fall Admissions-February 1

CUNY Transfer Application is available online at [www.cuny.edu](http://www.cuny.edu)

CUNY Application Processing Center: 212.997.CUNY

#### **Progression at John Jay**

To earn a Bachelor's Degree at John Jay College, BCC Associate Degree graduates must complete at least 120 credits to fulfill the degree requirements, including at least 50% of their major coursework. All degree candidates must have completed all prescribed courses, fulfilled the requirements of their majors, achieved at least a C average (2.0 GPA), and cleared all accounts with the College. Candidates for degrees are reminded that grades of INC assigned during the last semester of attendance in courses required for graduation will result in the postponement of graduation.

Associate in Science Degree from Bronx Community College:

Bronx Community College graduates with the Associate Degree in Science will receive 60 credits toward the Bachelor of Science in Computer Science and Information Security at John Jay College. In addition, they will be deemed to have met all lower level general education requirements.

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60

Determination of the Liberal Arts credits required for the baccalaureate degree in accordance with New York State Education Department requirements will be made by John Jay College.



**C. COURSE TO COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED**

CUNY Pathways General Education Requirements				
Required Common Core				Credits
A. English Composition (2 courses) B. Mathematical and Quantitative Reasoning (1 course) MTH 31 Analytic Geometry & Calculus I C. Life and Physical Sciences (1 course) BIO 11 General Biology I OR CHM 11 General Chemistry I OR PHY 11 College Physics I OR PHY 31 Physics I				14
Flexible Common Core				Credits
A. World Cultures and Global Issues (1 course) B. U.S. Experience in Its Diversity (1 course) C. Creative Expression (1 course) D. Individual and Society (1 course) E. Scientific World (1 course) CSI 30 Discrete Mathematics I AND BIO 12 General Biology II OR CHM 12 General Chemistry II OR PHY 12 College Physics II OR PHY 32 Physics II				19
Subtotal				33

Bronx Community College		John Jay College Equivalent		Transfer Credit Granted
Major Requirements				
Course & Title	Credit	Course & Title	Credit	
MTH 32 Analytic Geometry & Calculus II	5	MAT 242 Calculus II	3	3 + 2 Elective
MTH 33 Analytic Geometry & Calculus III	5	MAT 243 Calculus III AND MAT 244 Calculus IV	3 2	5
CSI 31 Introduction to Programming I	3	CSCI 271 Introduction to Computing and Programming	3	3
CSI 32 Introduction to Programming II	3	CSCI 272 Object Oriented Computing	3	3
CSI 33 Data Structures	3	CSCI 373 Advanced Data Structures	3	3
CSI 35 Discrete Mathematics II	3	Category B. Mathematics Electives (Major)	3	3
Free Electives *MTH 30 OR Free Elective *Students requiring MTH 30 must use free elective credits for this purpose.	1-5	MTH 141 Pre-Calculus OR other equivalent course / elective credit	1-5	3 + 2 Elective OR 5 Elective
Subtotal				27

TOTAL:	60
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**D. SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE**

Bachelor of Science in Computer Science and Information Security	
<b>About the Program</b> The major in Computer Science and Information Security offers the computing, quantitative and analytical expertise public and private organizations need to advance the practice of digital forensics and cybersecurity. The program provides the broad background in computing that is needed to thwart the abuse and misuse of computers, data networks, information systems and information infrastructures, in the environment of ever advancing digital technology. The courses in the Computer Science and Information Security major prepare students for direct entry into the profession as well as entry into graduate and professional programs that rely on computing and quantitative methods, especially in areas related to digital forensics and cybersecurity. Read more at <a href="http://www.jjay.cuny.edu/computer-science-and-information-security-bs">http://www.jjay.cuny.edu/computer-science-and-information-security-bs</a>	
Pathways Requirements	
<b>College Option (6 credits)</b> 300 level Justice Core Communications or Learning from the Past	<b>Credits</b>  6
Major Requirements	
<b>Part One. Core Computer Science Courses</b> CSCI 274 Computer Architecture CSCI 360 Cryptography and Cryptanalysis CSCI 374 Programming Languages CSCI 375 Operating Systems CSCI 377 Computer Algorithms CSCI 379 Computer Networking CSCI 411 Computer Security & Forensics CSCI 412 Network Security & Forensics	24
<b>Part Two. Required Mathematics Courses</b> MAT 301 Probability & Mathematical Statistics I	3
<b>Part Three. Electives</b> Category A. Computer Science Electives ( <i>Select One</i> ) CSCI 275 Linux Systems Administration and Security CSCI 362 Databases and Data Mining CSCI 376 Artificial Intelligence CSCI 380 Selected Topics in Computer Science CSCI 404 Internship in Management Information Systems	3
<b>Part Four. Ethics</b> PHI 216 Ethics and Information Technology	3
<b>Part Five. Capstone Courses</b> CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity II	6
Free Electives	
Selected in consultation with academic advisement.	15
<b>TOTAL:</b>	<b>60</b>

## E. Course Equivalencies

BCC Course	JJC Course
CSI 30 Discrete Mathematics I	MAT 204 Discrete Mathematics
MAT 30 Pre-Calculus Mathematics	MAT 141 Pre-Calculus
MTH 31 Analytic Geometry & Calculus I	MAT 241 Calculus I
MTH 32 Analytical Geometry & Calculus II	MAT 242 Calculus II
MTH 33 Analytical Geometry & Calculus III	MAT 243 Calculus III AND MAT 244 Calculus IV
CSI 31 Intro to Computer Programming I	CSCI 271 Intro to Computing & Programming
CSI 32 Intro to Computer Programming II	CSCI 272 Object Oriented Programming
CSI 33 Data Structures	CSCI 373 Advanced Data Structures
CSI 35 Discrete Mathematics II	CSCI Blanket: Category B Mathematics Electives Major Requirement

## F. Articulation Agreement Follow-Up Procedures

### 1. Procedures for reviewing, up-dating, modifying or terminating agreement:

Bronx Community College and John Jay College will review implementation of the agreement every four years to ensure that students are adequately informed of the program and to identify issues requiring attention.

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

After transfer into the John Jay major, the performance of Bronx Community College students will be tracked using the CUNY Institutional Research Data Base.

Both schools will connect with their respective registrar's offices

### 3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:

Notice of articulation will be placed in the respective catalogues, recruiting brochures, and websites.

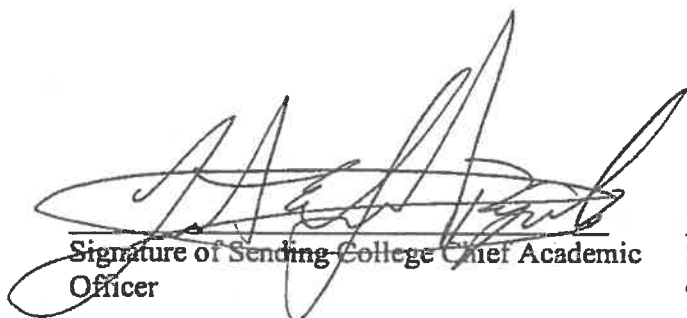
A coordinator from John Jay College will be available to assist Bronx Community College Students in learning more about opportunities in computer science at John Jay.

Respective transfer and academic advisers will be informed and provided with copies of this agreement.

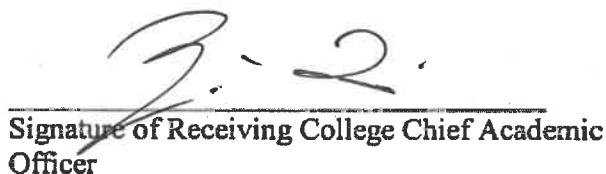
Effective Date: Academic Year 2020-21

Dr. Lester Edgardo Sandres Rápalo, Vice  
President and Provost for Academic Affairs

Dr. Yi Li, John Jay College Provost and Vice  
President for Academic Affairs



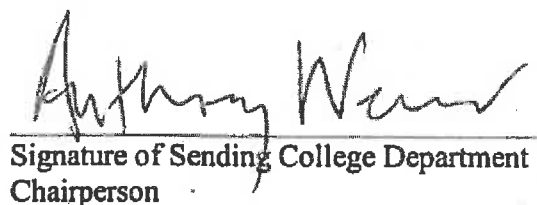
Signature of Sending College Chief Academic  
Officer



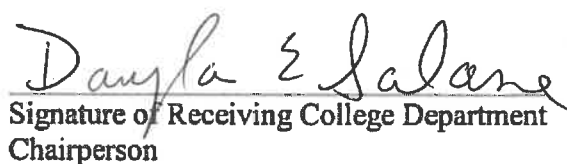
Signature of Receiving College Chief Academic  
Officer

Dr. Anthony Weaver, Bronx Community  
College Chairperson of the Department of  
Mathematics and Computer Science

Dr. Douglas Salane, John Jay College  
Chairperson of the Department of Mathematics and  
Computer Science



Signature of Sending College Department  
Chairperson



Signature of Receiving College Department  
Chairperson

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

## New Course Proposal Form

Date Submitted: April 10, 2020

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

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

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

Name: David Munns and Andrea Balis

Email address(es) [dmunns@jjay.cuny.edu](mailto:dmunns@jjay.cuny.edu); [abalis@jjay.cuny.edu](mailto:abalis@jjay.cuny.edu)

Phone number(s) 646-557-4496

2. a. **Title of the course:** *History of the Cold War, 1945-1991*

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): History of the Cold War

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

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

This course is at the 300-level to complete the reformulation of the History Major to include a stream in American history. We require a 300-level course to complete the suite of electives. The course has been designed to be appropriate for the 300-level because of the reading, skills, assignments, etc. Course material req a basic understanding of history, has 200-level prereq.

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

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

The Cold War dominated the politics of the united states and continues to shape our world today. There is no course at John Jay which explicitly deals with the Cold AWar, despite the connections to critical current issues such as the rise of Radical Islamism, Russian interference ininternational affairs, the complicated relationships between China and the western world, etc It was during the Cold War when people learned to use and stare intently at all manner

of new technology like games and radar screens that simultaneously controlled and commanded. The domesticating goals of new suburbanites in their shiny new cars, meshed with the dreams of new technology workers in Iran and India and China. These transformations shaped the world, as well as what it means to be American. Understanding these developments is an essential aspect of an “education for justice” because only by seeing the features of today’s world as contingent historical developments can we teach students to question their inevitability and imagine alternatives. This course will help students understand a critical period in American history, but also see how American history a product of interactions with other parts of the world – a fact with enduring implications for John Jay’s mission of educating for justice.

In a practical sense, this course builds on local expertise at John Jay College on the history of the Cold War broadly construed. The reconfigured Global History major has a new American history stream that requires a 300-level course to complete the structure of the major.

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

The Cold War was the titanic struggle between nuclear armed superpowers that shaped the world between 1945 and 1991. This course will deal with the emergence of two superpowers after World War II, the United States and the Soviet Union. Equally as important, the course will examine the rise of post-colonial states in the global south, and an increasing regional identity in the Middle East, Africa, Asia-Pacific, and Latin America. The course introduces students to the vast scholarly study of the period and makes use of the wide variety of primary sources available from advertisements and song lyrics, to diplomatic documents. An understanding of this period is essential since every area of our knowledge politics has been shaped by the Cold War. Any understanding of our contemporary issues of justice and fairness requires an understanding of this critical period in history.

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

ENG 201 + any 200-level or above History (HIS) course

5. Number of:

- a. Class hours      3
- b. Lab hours
- c. Credits           3

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

  X   No                             Yes. If yes, then please provide:

- a. Semester(s) and year(s):
- b. Teacher(s):

- c. Enrollment(s):
- d. Prerequisites(s):

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

Students will:

1. Identify and explain the historical significance of critical events, trends, and themes in the Cold War.
2. Identify and analyze primary source documents.
3. Find, read, compare, contrast and analyze diverse works of scholarly literature about the Cold War.
4. Write an argumentative essay grounded in evidence from primary and secondary sources.

The Curriculum Map of the Global History B.A. is:

	<b>Program Learning Outcomes</b>				
	<b>1</b> Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.	<b>2</b> Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).	<b>3</b> Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.	<b>4</b> Identify different theories and methods used in the historical profession.	<b>5</b> Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.
<b>Courses</b>	<b>Course Learning Outcomes</b>				
<b>HIS 1xx Doing History</b>		Identify and analyze primary source documents.	Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions.	Identify basic categories of historical theory and methodology.	Write an argumentative essay grounded in evidence.
<b>HIS 203-204-205 Global History Survey</b>	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.				Write an argumentative essay grounded in evidence.
<b>HIS 2xx 200-level Electives</b>	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.	Identify and analyze primary source documents.			Write an argumentative essay grounded in evidence.

<b>HIS 240 Historiography</b>			Read and compare diverse works of scholarly literature.	Identify differences among theoretical and methodological processes used in the historical profession.	
<b>HIS 300 Research Methods</b>		Locate a primary source archive and analyze the evidence in order to answer an independent research question.		Apply appropriate historical theories and methods when analyzing primary source evidence.	Construct and answer a historical research question using a primary source archive.
<b>HIS 3xx 300-level Electives</b>	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.	Identify and analyze primary source documents.	Read and compare diverse works of scholarly literature.		Write an argumentative essay grounded in evidence.
<b>HIS 425 Senior Seminar in History</b>	Explain the historical significance of a critical event, trend, or theme in an independent research project.	Locate a primary source archive and analyze the evidence in order to answer an independent research question.	Read and summarize a body of scholarly literature related to an independent research question.	Write an independent research paper that evaluates existing scholarly approaches to a particular topic and analyzes primary source evidence using appropriate historical theories and methods.	Use primary and secondary sources to answer an independent research question in an oral presentation and written paper.

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

\_\_\_\_\_ No                        X   Yes

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

Global History Major (Part III. Electives, U.S. History category)  
History minor (Part II. Electives)

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

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

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

This course will assess student learning using a four-fold approach in line with the Assessment criteria below for all History Department 300-level courses. Students will be assessed on their ability to read the materials, write responses to the materials to demonstrate understanding, speak coherently about the materials, and write substantial evidence-driven essays to major questions that emerge from the course. It will be assessed via:

1. Weekly Page of Notes based on Readings – Due at beginning of class. Students will pose Questions and Answers on the Reading Assignments: students will be required to state three original questions, and preliminary answers to those questions, composed in thoughtful response to the



reading. When multiple readings are assigned, each of the readings must be addressed in your assignment for credit for the assignment; you can't just read a portion of the assignment and leave the rest out. Students should write original questions and answers that ponder the significance of historical developments analyzed in the reading. These questions and answers will serve as a measure of your comprehension of the reading. The professor will stress that questions and answers must be in students' own words, not merely quoted from the assigned reading except for brief quotations (1-2 sentences) that "must be accompanied by quotation marks"

- a. The Page of Notes has an additional purpose, namely that it creates a springboard for student's own comments during the in-class discussion. Replies subsequently can "add value" to what a classmate says, constructively agreeing or disagreeing and explaining why while extending the conversation. Such comment, replies, and debate provide the basis for learning (the ability to create and defend evidence-interpretation and argument) and the class discussion grade.
2. Two formal essays, first drafted and then submitted.
    - a. The 1<sup>st</sup> is a standard essay, wherein the student gathers information of the course texts supplemented by minimal external reading and makes an argument to explain a certain historical event or decision. They will be evaluated on how well they frame the subject and describe the historical context in which the event/decision took place. Use of evidence + citation style is graded.
    - b. The 2<sup>nd</sup> is a state of the Field/Historiographical essay, appropriate at the 300-Level. The writing will be evaluated based on the success of the essay should make an argument about the nature of writing and interpreting history drawing from evidence presented. The thesis statement should be situated as the last sentence of the first paragraph. The essay will explain which literature in a field of history and provide a list of full citations (in Chicago style: [http://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html).) of at least ten peer-reviewed secondary sources from peer-reviewed scholarly articles from, says, J-STOR but preferably peer-reviewed books). The essays will be evaluated on 1) the structure and execution of the argument 2) description of the kinds of primary and secondary historical sources and evidence, and 3) an assessment of the historian's argument and evidence in the article persuasive and why or why not.

The standards of the History Dept for 300-level courses are as follows:

Content: Historiographical analysis using primary sources

Reading recommendations: 6 monographs + articles, for a total of approximately 1400 pages for the semester, or on average 100-115 pages per week, with a reading-enforcement protocol.

Weekly assignments can be modified if primary sources are used.

Writing recommendations: 25 pages, at least half of which must be formal essay(s). The remainder could take such forms as formal essays, essays on exams, reading responses, annotated bibliographies, in-class writing exercises, museum reports, etc.

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

Yes X No \_\_\_\_\_

- If yes, please state the librarian's name: Jeffrey Kroessler and Kathleen Collins\_
- Are there adequate resources in the library to support students' work in the course  
Yes X No \_\_\_\_\_
- Will your students be expected to use any of the following library resources? Check all that apply.

• **Library Resources:**

Databases: America: History and Life and Historical Abstracts; World Scholar: Latin America and the Caribbean; New York Times Historical; Foreign Policy Magazine, 1970-present. *UNESCO General History of Africa Vol. 8: Africa Since 1935* (This is a free high-quality academic reference work mostly focused on decolonization and the Cold War in Africa).

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval:  
April 6, 2020.

15. **Faculty** - Who will be assigned to teach this course? David Munns; Andrea Balis; Raymond Patton; Michael Pfeifer

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

X No

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

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

☐ Not applicable

☐ No

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

Andrew Sidman (Pol.Sci): “We have quite a few classes that touch on the Cold War, but none that devotes a substantial amount of time to it. ... I would recommend looking at is a chapter from Jennifer Rutledge’s book, *Feeding the Future*. She has a great chapter on the emergence of school lunch programs in Europe that I couldn’t help think of when I got to the week on the Green Revolution. Besides that, it looks great (I wouldn’t mind sitting in).”

Kathleen Collins (Lib): “I was just looking at the proposal and it looks great.”

Katie Gentile (ISP)

José Morín (LLS)

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

☒ No

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

19. Approvals: David Munns, Chair, History Department; James DeLorenzi, History Major Coordinator

## ***HIS 3XX:***

### ***History of the Cold War, 1945-1991.***

Professor X,

Room: .

Time:

Ph.; Email:

Office Hours:.

Schedule:

Course description: The Cold War was the titanic struggle between nuclear armed superpowers that shaped the world between 1945 and 1991. This course will deal with the emergence of two superpowers after World War II, the United States and the Soviet Union. Equally as important, the course will examine the rise of post-colonial states in the global south, and an increasing regional identity in the Middle East, Africa, Asia-Pacific, and Latin America. The course introduces students to the vast scholarly study of the period and makes use of the wide variety of primary sources available from advertisements and song lyrics, to diplomatic documents. An understanding of this period is essential since every area of our knowledge politics has been shaped by the Cold War. Any understanding of our contemporary issues of justice and fairness requires an understanding of this critical period in history.

#### **Required Texts:**

- Michael D. Gordin, *Red Cloud at Dawn: Truman, Stalin, and the End of the Atomic Monopoly*. New York: Farrar, Straus, and Giroux, 2009.
- Vijay Prashad, *The Darker Nations: A People's History of the Third World* (New People's History, 2008).

#### **Blackboard Readings:**

- Itty Abraham, *The Making of the Indian Atomic Bomb* (Zed Books, 1999). Selections Available on Blackboard
- Westad, Odd Arne, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge University Press, 2007). Selections Available on Blackboard

#### **Films:**

- North by Northwest
- Kon-Tiki Documentary
- Dr. Strangelove; Or, How I learned to Stop Worrying and Love the Bomb
- Command and Control: The Damascus Incident
- The Day After

### Primary Sources:

Jussi M. Hanhimäki & Odd Arne Westad, *The Cold War: A History in Documents and Eyewitness Accounts* (Oxford University Press, 2004) (All Selections Available on Blackboard)

-Vietnamese Declaration of Independence; -Excerpts from Bandung Conference; Kwame Nkrumah, "I Speak of Freedom" ; excerpts from *The Political Thought of Patrice Lumumba*; Fanon, excerpts from *Wretched of the Earth*; Juan Jose Arevalo, excerpts from *The Shark and the Sardines*

John F. Kennedy, Address at Rice University (1962). Available at <http://er.jsc.nasa.gov/seh/ricetalk.htm>

Rachel Carson, *Silent Spring* (Fawcett Publications 1962), pp. 13-43. Schweickart, Russell. "There Ain't No Graceful Way: Urination and Defecation in Zero-G." Interview with Peter Warshall, 1976. [Primary Source]

Primary Source: F. D. Gorbov and M. A. Novikov, "Experimental Psychological Investigation of Cosmonaut Teams." In *Problems of Space Biology Volume 4*. Edited by N.M Sisakyan. Moscow: USSR Academy of Science, 1965, 12-21; O. Borisov, "Who Should Be Entrusted with an Interplanetary Spacecraft?" *Pravda* (3 April 1974), p. 4. NASA Technical Translation TT F-15,644 (May 1974).

### Learning Outcomes:

Students will:

1. Identify and explain the historical significance of critical events, trends, and themes in the Cold War.
2. Identify and analyze primary source documents.
3. Find, read, compare, contrast and analyze diverse works of scholarly literature about the Cold War.
4. Write an argumentative essay grounded in evidence from primary and secondary sources.

**Course Prerequisite:** ENG 201 + Plus any 200-Level or above History course.

### Policy on Attendance, Etiquette, and Participation:

- Attendance is mandatory; Punctuality is polite; An open and inclusive attitude of critical academic inquiry and discourse is expected at all times. All arguments will be respected, and respectfully challenged.
- It is inappropriate and inconsiderate to use your cell phone for any reason in class time. Please switch off your cell phone.
- All reading assignments are to be done before class, and participation in class discussion is expected.

*Attendance in class is important. You will be considered excessively absent if you miss more than two weeks' worth of classes. You will also not be able to complete the course, which requires participation*

*in classroom activities.*

- The course emphasizes reading, debating, and writing skills that are *essential* to university graduates. There are no notes available, and few lecture handouts. YOU are expected to take notes, and then share and compile notes with your fellows. Practice in note-taking is like practicing the piano: you only learn by doing. Essays and exams can be considered similarly. You should write, and then re-write your essays; you should practice exam questions within your study group. Say there are four of you compiling notes in your group. For four days each of you takes turns to write out a question and then together you explore the answers. The readings are, in reality, only the beginning. They will be focused on in discussion, and used as a springboard in many lectures. You should be taking notes on the readings, and deepening your knowledge of the historical issues through more reading. The best way to test your knowledge of the lecture and reading material is via discussion in the tutorials. If you don't come to class, nor do the reading, nor attend and participate fully in the tutorials it is exactly like buying a math's text and never doing a single practice problem: how well do you expect to do? Moreover, when you have that job that you are doing your major classes to get, and you have to make a presentation to the company, do you think that they are concerned about your facts? No. They will be *listening* to your *arguments*, and *reading* your *explanations* about why they should spend money on you. In short, the ability to recall information is a necessary, but not sufficient, condition to future success. Whereas reading, writing, and argument – the skills you get in this course - are both necessary *and* sufficient conditions.

N.B.: The only valid reasons for requesting an extension to a coursework deadline are illness or a serious personal problem. Workload pressures, including examinations in the student's home department, are not judged to be a valid reason. Apart from in very exceptional circumstances, the maximum extension period will be two weeks. Students submitting late assignments without arranging an extension will be subject to a mark penalty of 5% per day, including weekends. As a friend of mine in PR says, *you look irresponsible, disorganized, and unreliable if you cannot meet deadlines. If you miss a deadline, you miss an opportunity.*

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

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

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

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

Plagiarism is theft, pure and simple. This issue has become most apparent in recent years with access to the Internet. All written work for this course is based upon the texts assigned. Any student found to paraphrased or used materials from the internet in their assignment will receive a zero grade for that assignment. Under no circumstance will any case of plagiarism be given any chance to rewrite. If you do use internet sources, and they are not FULLY cited (author, title, publisher, date, location), and properly referenced (see the John Jay APA Style guide), you will also receive a zero grade for the assignment. The upshot of this, for example, is that if there is no

author for your internet source, even if you use it correctly, it is still invalid. At least in this course, do not go to the internet for your assignments. Any student found having plagiarism in both assignments will be reported to the academic board for expulsion from the university.

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

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

- A. Incomplete Grade Policy
- B. Extra Work During the Semester: the only extra work that may be offered, must be offered to the entire class.
- C. Americans with Disabilities Act (ADA) Policies: “Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 1233N (212-237-8144). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.” Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4<sup>th</sup> ed., City University of New York, p.3. ([http://www.jjay.cuny.edu/studentlife/Reasonable\\_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

**English Language Support:** The John Jay community includes many students whose second language is English. To seek benefit from help in writing academic English, students are advised to visit the [Center for English Language Support](#) (CELS). The Center, which has a staff of nine instructors with MA's in ESL, offers a variety of services, including one-on-one tutoring, workshops, and online tutorials. CELS, located in room 1201N, is **open from 9:30 am to 7:00 pm Monday-Thursday and 9:30 am to 5:00 pm on Friday**. For more information, visit their website: <http://web.jjay.cuny.edu/~esl/>

**The Writing Center:** The Writing Center, located in 01.68 New Building, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

#### **Assessment:**

- **ASSESSMENT FORMULA:**
  - **20% CLASS PARTICIPATION**
    - **ANY CLASS READINGS FOR IN-CLASS DISCUSSIONS ARE AVAILABLE ON BLACKBOARD AND THE LIBRARY RESERVE. YOU ARE EXPECTED TO HAVE READ THE ASSIGNMENT BEFORE CLASS, AND WILL BE GRADED ON YOUR PARTICIPATION, NOT SIMPLY YOUR ATTENDANCE.**

° **20% FIRST PAPER** (Due XX/YY/ZZZZ): **FIRST ESSAY DUE:** [Question + explanatory sentence] The essay should be 1500-words +/- 10%. You will **HAVE REFERENCES**. See the John Jay College, *Rhetoric, Research, and Strategies* Second Edition (Pearson, 2007), p. 127-171. ISBN: 0-536-44733-0. Your thesis statement should be situated as the last sentence of the first paragraph. Include references to all quoted sources, page numbers, and your name. Your paper will contain an argument.

- **20% SECOND PAPER:** (Due xx/yy/zzzz): **Historiographic SECOND ESSAY:** [Question]. The essay should be 2000-words +/- 10%. You will **HAVE REFERENCES**. See the John Jay College, *Rhetoric, Research, and Strategies* Second Edition (Pearson, 2007), p. 127-171. ISBN: 0-536-44733-0. Include references to all quoted sources, page numbers, and your name. Your paper will contain an argument.
- **30% WEEKLY PAGE OF NOTES based on Readings** – Due at beginning of class.

NB: Please Email a **copy** of your essay, length 1400-words ±10%. TNR; 12-pt; double-spaced, single sides; page numbers and your name. Pay attention to footnoting and referencing.

- **10% IN-CLASS QUIZZES!**

<b>A, A-</b>	<b>EXCELLENT</b>
<b>B+, B, B-</b>	<b>VERY GOOD</b>
<b>C+, C</b>	<b>SATISFACTORY</b>
<b>C-, D+, D, D-</b>	<b>POOR</b>
<b>F</b>	<b>FAILURE</b>
<b>WU</b>	<b>Withdrew Unofficially</b>

John Jay Grading Scale:

<http://jjay.smartcatalogiq.com/2019-2020/Undergraduate-Bulletin/Academic-Standards-and-Policies/Grades>

### **On Historical Essays:**

- **IN AN HISTORICAL ESSAY YOU ARE TRYING TO EXPLAIN WHAT HAPPENED, WHEN, AND WHY THROUGH AN EXAMINATION OF WHAT CHANGED OVER TIME. HISTORICAL ESSAYS SHOULD TAKE SERIOUSLY THE TASK OF UNDERSTANDING THE WAYS PEOPLE AT DIFFERENT TIME AND IN DIFFERENT PLACES THOUGHT ABOUT, EVALUATED, JUDGED, REASONED, AND CRITICIZED THE SOCIAL, POLITICAL, ECONOMIC, AND RELIGIOUS WORLD ABOUT THEM. IF WE CAN UNDERSTAND HOW THEY THOUGHT ABOUT THEIR WORLD, WE CAN UNDERSTAND WHY THEY MADE THE CHOICES THEY MADE.**
  - **AN HISTORICAL ESSAY IS ALWAYS AN ARGUMENTATIVE ESSAY. YOU ARE MAKING AN ARGUMENT THAT YOUR UNDERSTANDING AND EXPLANATION IS THE CORRECT WAY OF FULLY EXPLAINING PEOPLE'S THOUGHTS AND ACTIONS.**
  - **AN HISTORICAL ESSAY SHOULD ALWAYS HAVE AN INTRODUCTION, WHERE THE SUBJECT IS OUTLINED AND BOUNDED: (EG. THE HEIGHT OF WOOL PRODUCTION IN EUROPE OCCURRED IN SOUTHERN FRANCE BETWEEN THE 10<sup>TH</sup> AND 13<sup>TH</sup> CENTURIES.) YOUR INTRODUCTION WILL ALWAYS CONTAIN YOUR ARGUMENT: (EG.1: THE CONCENTRATION OF FRANCE'S WOOL INDUSTRIES GENERATED THE EXCESS WEALTH NEEDED FOR THE CONSTRUCTION OF NOT ONLY THE GREAT CATHEDRALS LIKE**



**NOTRE DAME BUT INDEED WOULD FUND THE RENAISSANCE.) (EG.2: FRANCE'S WOOLEN INDUSTRY EMBROILED FRANCE WITH ITS ARCH-ENEMY ENGLAND INTO NEARLY PERPETUAL WAR, AND SERVED TO ACTUALLY LIMIT NOT FOSTER THE ECONOMIC PROSPERITY OF BOTH KINGDOMS. LITTLE WONDER, THEN, THAT THE CENTER OF THE RENAISSANCE BECAME THE ITALIAN CITY STATES.)**

- **YOUR ARGUMENT MUST BE YOUR ANSWER TO THE QUESTION ASKED!**
- **THE BODY OF AN HISTORICAL ESSAY WILL CONTAIN ALL THE RELEVANT EXAMPLES, QUOTATIONS, AND OTHER EVIDENCE YOU HAVE GATHERED TO SUPPORT YOUR ARGUMENT. A BETTER ESSAY WILL USE EACH PIECE OF EVIDENCE AND EXPLAIN HOW IT DEVELOPS AND SUPPORTS THE LARGER ARGUMENT. PART OF DOING A HISTORY CLASS IS LEARNING TO KNOW WHAT COUNTS AS "EVIDENCE," AND LEARNING WHAT SORTS OF EVIDENCE ARE USEFUL/ILLUSTRATIVE/LEGITIMATE/FLOWERY. ALL EVIDENCE IS A CHOICE, AND ONE MUST BE CONSTANTLY VIGILANT ABOUT DECIDING WHETHER OR NOT TO ACCEPT THE EVIDENCE GIVEN AT FACE VALUE.**
- **THE CONCLUSION DOES NOT JUST SUM UP AND REPEAT THE ARGUMENT, BUT GOES FURTHER TO ILLUSTRATE THE BROADER IMPACT OF YOUR ARGUMENTATIVE CLAIM. (EG.1: SURPLUS ECONOMIC POWER IS NECESSARY TO CREATE THE INSTITUTIONS OF THE EARLY MODERN WORLD.) (EG.2: ECONOMIC POWER CAN ONLY BE EFFECTIVELY USED WHEN ACCOMPANIED BY POLITICAL STABILITY. TO STUDY THE ECONOMIC SITUATION BEFORE THE POLITICAL SITUATION IS TO PUT THE CART BEFORE THE HORSE IN THE CREATION OF THE MODERN WORLD)**

### **Library Resources:**

Databases: America: History and Life and Historical Abstracts; World Scholar: Latin America and the Caribbean; New York Times Historical; Foreign Policy Magazine, 1970-present.

## **SCHEDULE OF CLASSES**

All dates and holidays can be accessed from the online Academic Calendar, which is the most up to date version. You should carefully note the following:

- The Last Day to Withdraw without Academic Penalty is [xx/yy/zzz]

### **Syllabus:**

Week 1: - Introduction: Scope of Course, Handout Materials, discussion of assessments, especially page of notes. The utility and interpretive pitfalls of the novel, the difficulties with primary and secondary source materials.

- Where it all began: Divided Germany; non-divided Japan, and the looming mushroom cloud.

Reading : Selections: John Lewis Gaddis. *The United States and the Origins of the Cold War, 1941-1947*. New York: Columbia University Press, 1972.

Vijay Prashad, *The Darker Nations: A People's History of the Third World* (New People's History, 2008), Introduction.

Primary Source: George Keenan, "The Long Telegram".

Week 2: *Was the Cold War caused by the US, or the USSR: A classic historical debate!*

**DUE : WEEKLY READING NOTES**

Readings: Anders Stephanson, "Cold War Degree Zero." In *Uncertain Empire: American History and the Idea of the Cold War* edited by Joel Isaac & Duncan Bell (Oxford University Press, 2012): 19-49

Ann Douglas, "War Envy and Amnesia: American Cold War Rewrites of Russia's War." In *Uncertain Empire: American History and the Idea of the Cold War* edited by Joel Isaac & Duncan Bell (Oxford University Press, 2012): 115-139

Walter LeFeber, *America, Russia, and the Cold War, 1945-2002* (Boston: McGraw Hill, 2004),

Week 3: - The Mushroom Cloud - Winning the Cold War through the atomic bomb

**DUE : WEEKLY READING NOTES**

Readings : Michael Gordin, *Red Cloud at Dawn: Truman, Stalin, and the End of the Atomic Monopoly*, Intro + Chapt 1

Week 4: - Anti-Communism and Red Fear ....

**DUE : WEEKLY READING NOTES**

Readings : Andrea Balis and Elizabeth Levi, *Joseph McCarthy*

Film: Kon-Tiki documentary

Week 5: - *The Masculine and Feminine Cold War:*

Thor Heyerdahl *Crossing the Pacific on a Raft, and private pilots*

**FIRST ESSAY DUE; WEEKLY READING NOTES**

Reading: Thor Heyerdahl, *The Kon-Tiki Expeditions*, selections

Alan Meyer, *Weekend Pilots: Technology, Masculinity, and Private Aviation in Postwar America* (Baltimore: Johns Hopkins University Press, 2015), Chapt 3.

Lynn Spigel, *Make Room for TV: Television and the Family Ideal in Postwar America* (Chicago: Chicago University Press, 1992), Intro + Chapter 2.

*Extra fun:* Thor Heyerdahl, *The Ra Expeditions* (New York: Doubleday, 1971).

Week 6: - The Cuban Missile Crisis and Latin America:

**DUE : WEEKLY READING NOTES**

Readings: Vijay Prashad, *The Darker Nations: A People's History of the Third World*, Chapters: Caracas; Buenos Aires; La Paz

Film: Dr. Strangelove; Or, How I learned to Stop Worrying and Love the Bomb

Week 7: - The Green Revolution: *Winning the Cold War through food*

**DUE : WEEKLY READING NOTES**

Readings: Belasco, Warren. "Algae Burgers for a Hungry World? The Rise and Fall of Chlorella Cuisine." *Technology and Culture* 38 (1997), 608-34.

Vijay Prashad, *The Darker Nations: A People's History of the Third World* (New People's History, 2008), Bandung.

Jennifer Rutledge, "The United States: Surplus, Security, and School", In *Feeding the Future: School Lunches as Global Social Policy* (Rutgers University press, 2016), Chapter 4 [pp. 60-82].

Week 8: Winning the Cold War in the Global South

**DUE : WEEKLY READING NOTES**

Readings: Westad, Odd Arne, "The Cold War and the International History of the Twentieth Century, in *The Cambridge History of the Cold War* edited by Melvyn Leffler & Odd Arne Westad (Cambridge University Press, 2007), Chapter 1.

Vijay Prashad, *The Darker Nations: A People's History of the Third World* (New People's History, 2008), Chapters, Algiers, Havana.

Primary Sources: Jussi M. Hanhimäki & Odd Arne Westad, *The Cold War: A History in Documents and Eyewitness Accounts* (Oxford University Press, 2004):

-Kwame Nkrumah, "I Speak of Freedom"; Ali Mazrui, "Seek Ye First the Political Kingdom."

-excerpts from *The Political Thought of Patrice Lumumba*

-Fanon, excerpts from *Wretched of the Earth*

-Juan Jose Arevalo, excerpts from *The Shark and the Sardines*

Week 9: US Civil Rights and Global Anticolonialism

**DUE : WEEKLY READING NOTES**

Readings: Daniel Luck, "The Cold War and the Long Civil Rights Movement." In *Selma to Saigon: The Civil Rights Movement and the Vietnam War*, (University of Kentucky press, 2014), Chapter 1.  
 Carol Anderson, "An Even Larger Issue than Containing Communism," In *Bourgeois Radicals: The NAACP and the Struggle for Colonial Liberation, 1941-1960* (Cambridge University Press, 2015), Chapter 3.

Primary sources:

- Malcolm X on the United States and the World, 1964 (Hanhimäki & Westad)
- Vietnamese Declaration of Independence
- Lyndon B Johnson, "Peace without Conquest" (April 1965)
- Muhammad Ali refuses to fight in Vietnam (Speech in Louisville, KY, 1966)
- Eldridge Cleaver, "The Black Man's Stake in Vietnam" (*The Black Panther*, Sept. 20, 1969:14)
- Mosima Sexwale, *The Resistance against Apartheid*, 1978 (Hanhimäki & Westad)

Week 10: - Postcolonialism; Or, Why does everyone want an atomic bomb?

**DUE : WEEKLY READING NOTES**

Readings : Itty Abraham, *The Making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State* (Zed Books, 1999).

Film: The Day After

Week 11: - *The Right Stuff: Winning the space Cold War and Living in Space*

**DUE : WEEKLY READING NOTES**

Readings : As much of Andrew Chaikin. *A Man on the Moon: The Voyages of the Apollo Astronauts*. (London: Penguin, 2007), as you can. Munns & Nickelsen: *Far Beyond the Moon*, Intro + Chapter 1.

Week 12: - *Games, Closed Rooms, and Shared Showers: winning the psychological Cold War*

**DUE : WEEKLY READING NOTES**

Readings : Primary Source: F. D. Gorbov and M. A. Novikov, "Experimental Psychological Investigation of Cosmonaut Teams." In *Problems of Space Biology Volume 4*. Edited by N.M Sisakyan. Moscow: USSR Academy of Science, 1965, 12-21; O. Borisov,  
 "Who Should Be Entrusted with an Interplanetary Spacecraft?" *Pravda* (3 April 1974), p. 4. NASA Technical Translation TT F-15,644 (May 1974).

Secondary Source: Eric Schlosser, *Command and Control: Nuclear Weapons, the Damascus Incident, and the Illusion of Safety* (New York: Penguin Books, 2014), Intro.

Film: North by Northwest

Week 13: - *Winning the War through Cinema*

### **DUE : WEEKLY READING NOTES**

Reading: Melanie McAlister, *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East since 1945* (UC Berkeley, 2005), Intro + Chapt 1.

Week 14: - *Winning the War through ... Punk Music?*

### **SECOND HISTORIOGRAPHIC ESSAY DUE**

Readings : Raymond Patton, *The Global Punk Revolution* (Oxford Uni Press: 2018), Intro + Chapter 4.

Week 15: *After the Cold War. And Semester Wrap-Up*

Reading: Kristina Spohr, *Post Wall, Post Square: How Bush, Gorbachev, Kohl, and Deng Shaped the World after 1989* (Yale University Press, 2020), Intro.

Primary Source: On china's transition to capitalism:

Excerpts from *The Selected Works of Deng Xiaoping* v III, pp. 61-2

## Bibliography

Alex Roland, *The Military-Industrial Complex* (SHOT/AHA, 2001)

Audra J. Wolfe, *Competing with the Soviets: Science, Technology, and the State in Cold War America* (Baltimore: Johns Hopkins University Press, 2012)

Dickson, Paul. *Sputnik: The Shock of the Century*. New York: Walker Books, 2011.

Douglas, Mary. *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*. London: Routledge Classics, 2002.

Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era* (Basic Books, 1988).

Eric Schlosser, *Command and Control: Nuclear Weapons, the Damascus Incident, and the Illusion of Safety* (New York: Penguin Books, 2014).

Gar Alperovitz, *The Decision to Use the Atomic Bomb and the Architecture of an American Myth* (New York: Alfred A. Knopf, 1995)

Itty Abraham, *The Making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State* (Zed Books, 1999).

Jennifer Rutledge, *Feeding the Future: School Lunches as Global Social Policy* (Rutgers University press, 2016).

Kristina Spohr, *Post Wall, Post Square: How Bush, Gorbachev, Kohl, and Deng Shaped the World after 1989* (Yale University Press, 2020).

Matthew Wisnioski, “Suppose the World Were Already Lost”: Worst Case Design and the Engineering Imagination at Harvey Mudd College,’ *Engineering Studies* (2014): 1-22. DOI: [10.1080/19378629.2014.931407](https://doi.org/10.1080/19378629.2014.931407).

Melanie McAlister, *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East since 1945* (UC Berkeley, 2005)

Michelle Murphy, *Sick Building Syndrome and the Problem of Uncertainty: Technoscience, Environmental Politics and Women Workers* (Duke University Press, 2006).

Raymond Patton, *The Global Punk Revolution* (Oxford Uni Press: 2018).

Ruth Oldenziel and Karin Zachmann eds. *Cold War Kitchen: Americanization, Technology, and European Users*. Cambridge, MA: MIT Press, 2009.

Walter McDougall, *The Heavens and the Earth: A Political History of the Space Age* (Basic Books, 2008)

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

**New Course Proposal Form**

Date Submitted: September 30, 2019

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

1. a. **Department(s) or program(s) proposing this course:** Faculty Committee for the Minor in Social Entrepreneurship
- b. **Name** and contact information of proposer(s) Shweta Jain, Charlotte Walker-Said  
 Email address(es) [sjain@jjay.cuny.edu](mailto:sjain@jjay.cuny.edu), [cwalker-said@jjay.cuny.edu](mailto:cwalker-said@jjay.cuny.edu)  
 Phone number(s) 212-237-8843
2. a. **Title of the course** Introduction to Business and Entrepreneurship
- b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) Intro to Business & Entrepren
- c. **Level** of this course X 100 Level    \_\_\_ 200 Level    \_\_\_ 300 Level    \_\_\_ 400 Level

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

This course provides real world, hands-on learning on what it's like to actually start a socially oriented and responsible company. In a setting that emphasizes communication and quantitative skills, including spreadsheets, this course introduces students to the disciplines of socially conscious business and entrepreneurship. This includes ethical and responsible management, accounting, financing a startup, marketing, and socially aware organizational behavior, among others. Students will receive hands-on experience with the "lean launchpad" methodology of starting a company, which means it is a practical class, focused on creating an entrepreneurial experience. Students will build teams, talk to clients or their target audience, and identify partners. This course does not require any prior knowledge and hence is suitable as a 100-level course. At the same time, this course has a writing and oral communication component, which is why English 101 is a recommended pre-requisite. This course is a crucial part of the minor in Social Entrepreneurship.

**Note: As students declare the minor they will take this course so we expect them to be sophomores or above**

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



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

A course on the fundamentals of business knowledge is a standard component of social entrepreneurship programs at the undergraduate and graduate level. The newly created minor in Social Entrepreneurship is sponsored by the Moelis foundation. This course provides the basic knowledge needed to understand business fundamentals and practical experience in entrepreneurship. Through this course, students receive the foundation and training to understand how to become successful and ethical entrepreneurs. Students will be guided through the steps of developing a viable business concept in the timespan of this semester-long course.

Designed with the lean launchpad component (inaugurated at Stanford University), this course provides a flavor of the curriculum taught at the nation's startup incubator and accelerator programs, including federal agencies such as the National Science Foundation and the National Institute of Health. The NYC Regional Innovation Node established at CUNY and funded by the NSF, also offers lean launchpad curriculum in short 3-week courses to encourage student led companies. However, a very small percentage of John Jay students will have the opportunity to participate in any such program. Therefore, this course offered in the minor brings the knowledge of business and art of starting a company to John Jay students. Through this course, students will get the relevant knowledge to advance in their SEI minor and some may use this course as a segue to participate in the CUNY as well as national programs, as well as begin laying the groundwork for thinking about social enterprise and entrepreneurship as a career. This foundational course in the SEI core curriculum also prepares students for the SEI capstone where students are expected to further apply the knowledge into experiential learning.

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

This course provides a hands-on experience to learn how to start a socially-oriented and responsible company. Coursework focuses on communication and introduces students to financial literacy and project management skills. It also exposes students to the principles of socially conscious business and entrepreneurship. This includes ethical and responsible management, accounting, finance for startups, marketing, and socially aware organizational behavior, among others. This course will develop practical skills that will help students understand what entrepreneurial work looks like.

Note: This course uses the Lean Launchpad methodology of starting a company.

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

ENG 101

6. Number of:

a. Class hours	<u>3</u>
b. Lab hours	<u>0</u>
c. Credits	<u>3</u>

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

  X   No                             Yes. If yes, then please provide:

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

- 1) Students will develop their own business plan for a socially conscious and responsible enterprise;
- 2) Students will build their quantitative skills by engaging with financial literacy and project management topics;
- 3) Students will make intellectual connections between quantitative and qualitative tools to effectively solve problems and influence decisions in innovating business opportunities;
- 4) Students will develop interpersonal and leadership skills by forming teams and presenting new ideas that demand strategic thinking, teamwork, reflection, and knowledge transfer skills;
- 5) Students will demonstrate ethical reasoning skills and their understanding of social, civic, and professional responsibilities through their analysis of case studies.

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

       No                        X   Yes

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

This course will be required in the newly approved Social Entrepreneurship minor (Part I).

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

No   X                        Yes                             If yes, please indicate the area:

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

Student learning will be assessed based on in class and homework assignments. Students will complete various projects, writing assignments, case studies, and class presentations (done individually and as a group). Students will also perform an experiential learning project in which they will communicate with potential clients or collaborators to demonstrate their understanding of the lean-launchpad methodology. This course will have one midterm and a final exam to assess fundamental theoretical concepts covered throughout the curriculum.

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

Yes\_\_\_\_ No X

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

<ul style="list-style-type: none"> <li>➤ The library catalog, CUNY+ _____</li> <li>➤ EBSCOhost Academic Search Complete _____</li> <li>➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____</li> <li>➤ LexisNexis Universe _____</li> </ul>	<ul style="list-style-type: none"> <li>➤ Criminal Justice Abstracts _____</li> <li>➤ PsycINFO _____</li> <li>➤ Sociological Abstracts _____</li> <li>➤ JSTOR _____</li> <li>➤ SCOPUS _____</li> <li>➤ Other (please name) _____</li> </ul>
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13. **Syllabus – see attached**14. Date of **Department curriculum committee** approval \_April 21, 2020 (SEI Faculty Committee approval)15. **Faculty** - Who will be assigned to teach this course? Shweta Jain and/or other qualified adjunct faculty16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

X No

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

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

  X   Not applicable

       No

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

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

  X   No

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

19. Approvals: Charlotte Walker-Said, Faculty Director of the Ron Moelis Social Enterprise Initiative at John Jay College and the Faculty Committee for the Minor in Social Entrepreneurship.

**John Jay College of Criminal Justice**  
**SEI 102 Semester**  
**Introduction to Business and Entrepreneurship**

**Text:**

[LG] **Lawrence J. Gitman**, Introduction to Business, (Open textbook)

<https://open.umn.edu/opentextbooks/textbooks/introduction-to-business>

[SB] **Steve Blank, Bob Dorf**, A Startup Owner's Manual, The Step-By-Step Guide for Building a Great Company

ISBN-10: 9780984999309

**Credit Hours:** 3    **Prerequisite:** ENG 101

**Time:** XXXXX.    **Place:** XXXXX

**Instructor:** XXXXXX

**Office:** New Building, Room 6.65.20 (6<sup>th</sup> floor)    **Office Phone:** 212-237-8843

**email:** [sjain@jjay.cuny.edu](mailto:sjain@jjay.cuny.edu)

**Office Hours:** XXXXXX

**Course Description:** (Undergraduate Bulletin)

This course provides a hands-on experience to learn how to start a socially-oriented and responsible company. Coursework focuses on communication and introduces students to financial literacy and project management skills. It also exposes students to the principles of socially conscious business and entrepreneurship. This includes ethical and responsible management, accounting, finance for startups, marketing, and socially aware organizational behavior, among others. This course will develop practical skills that will help students understand what entrepreneurial work looks like.

Note: This course uses the Lean Launchpad methodology of starting a company.

.....

This course focuses on key concepts of business and entrepreneurship from ideation, ethics and social responsibility, financing, management, and leadership. Skills to consider such concepts will be developed through reading case studies, analyzing spreadsheets, engaging in experiential learning (including interviews) to identify clients, collaborators, and/or the target audience for the business, and giving presentations. Students will have hands-on experience on creating a business idea and perform customer research to validate the viability of the business idea.

**What this course is about:** This course is about business concepts and the lean launchpad methodology for starting a business. In this course students will learn about key strategies for testing a socially responsible business idea to evaluate its potential as a successful business. Students will also learn about important concepts necessary to run a business.

**Learning Outcomes:** By the end of the term the successful student will be able to do the following:

- 1) Students will develop their own business plan for a socially conscious and responsible enterprise;
- 2) Students will build on their quantitative skills by engaging with financial literacy and project management topics;
- 3) Students will make intellectual connections between quantitative and qualitative tools to effectively solve problems and influence decisions in innovating business opportunities;
- 4) Students will develop interpersonal and leadership skills by forming teams and presenting new ideas that demand strategic thinking, teamwork, reflection, and knowledge transfer skills;
- 5) Students will demonstrate ethical reasoning skills and their understanding of social, civic, and professional responsibilities through their analysis of case studies.

Learning outcomes satisfy the following learning outcomes of the SEI minor:

Students will:

- Demonstrate leadership and fundamental entrepreneurial skills by implementing an idea from beginning to end.
- Apply creative solutions and strategic management practices to economic and social issues

**Means of Assessment:**

Student learning will be assessed based on in class and homework assignments. Students will complete various projects, writing assignments and case studies. Students will also perform one fieldwork to demonstrate their understanding of the lean-launchpad methodology. This course will have two midterms and a final exam to assess fundamental theoretical concepts covered throughout the curriculum.

**Exams:** There will be one 100-point exam and a final exam. The exam days are XXX. The final exam, which is also worth 100 points, will be given XXX from XXX.

**Calculators:** The use of a calculator is permitted in any of the exams.

**Attendance Policy:** Class attendance is the student's responsibility. There will be **no make-up exams** except under special circumstances, which must be discussed with the instructor before the exam.

**Homework:** A homework assignment will be given at the end of most classes and discussed at the next class meeting. Reading assignments will not be collected. However, working out the reading assignments on a daily basis will enhance and reinforce understanding of the course material, and also make the exams seem easier.

**Determination of Final Grade:** Student grade will be determined on the basis of the following assessments. Writing assignments, case studies, project deliverables and fieldwork. There will be one exam during the semester and a final exam.

Assessment	Percentage
Case studies, Projects, Writing assignments	30
Exam I	20
Fieldwork and presentation	30
Final Exam	20
	100 %

Grade	Numerical Value	Percentage Range	Equivalent
A	4.0	93%-100%	Excellent
A-	3.7	90%-92.99%	Excellent
B+	3.3	87%-89.99%	Very Good
B	3.0	83%-86.99%	Very Good
B-	2.7	80%-82.99%	Very Good
C+	2.3	77%-79.99%	Satisfactory
C	2.0	73%-76.99%	Satisfactory
C-	1.7	70%-72.99%	Poor
D+	1.3	67%-69.99%	Poor
D	1.0	63%-66.99%	Poor
D-	0.7	60%-62.99%	Poor
F	0.0	Below 60%	Failure

### **College wide policies for undergraduate courses**

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

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

**Americans with Disabilities Act (ADA) Policies:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

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

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

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

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

**Daily Schedule starts next page**



## SEI 1XX (proposed)-Introduction to Business and Entrepreneurship Syllabus

Week	Title and Description	Text Book and Chapter number
1	<ul style="list-style-type: none"> <li><b>Introduction to Business and Economic Systems</b> Define and identify a socially responsible business and types of businesses, Discuss relationship of a social enterprise with non-profit and for-profit businesses, public and private sector. <b><u>Project 1 part 1 (Due on week 2): Form a team, come up with a business idea</u></b> <i><u>Deliverable: Team, responsibilities or each member, one paragraph of the business idea</u></i></li> </ul>	<b>Lawrence J. Gitman</b>  Chapter 1
2	<ul style="list-style-type: none"> <li><b>How businesses and economies work?</b> Concepts of demand, supply, micro and macro-economics, and competing in free market <b><u>Case Study (Due on week 3): Select and compare a for-profit and a non-profit organization which provide similar services</u></b></li> </ul>	<b>Lawrence J. Gitman</b> Chapter 1
3	<ul style="list-style-type: none"> <li><b>Ethical and Socially Responsible businesses</b> Understanding ethical standards in businesses, utilitarianism, fairness, corporate and social responsibilities. Responsibilities to stakeholders, employees, customers, the environment and the society. <b><u>Case Study (Due on week 4): Research a large food or drug company in the United states which was in an ethical problem. Discuss their response and ethics (Example: Honest Co.)</u></b> <b><u>Project 1 part 2 (Due on week 5): Deliverable: any team changes, refined business idea based on instructor feedback</u></b></li> </ul>	<b>Lawrence J. Gitman</b> Chapter 2
4	<ul style="list-style-type: none"> <li><b>Developing Business Leadership</b> Student-led discussion on ethical leadership and in leading ethical business <b><u>Case Study (Due on week 6): Research a business leader of a social enterprise and how this individual made progress toward achieving both social and financial goals.</u></b></li> </ul>	<b>Lawrence J. Gitman</b> Chapter 4
5	<ul style="list-style-type: none"> <li><b>Starting a new business</b> Pitfalls of starting a new business and importance of customer development, Rules of customer development, Difference between established business and new companies <b><u>Case study (Due on week 7): Research WebVan and IMVU with emphasis on approaches to customer development</u></b></li> </ul>	<b>Steve Blank:</b> Chapters 1, 2 Pages 1-50
6	<ul style="list-style-type: none"> <li><b>Introduction to Customer Discovery</b> State a hypothesis. What is a value proposition, how to state a value proposition? How to turn hypothesis into facts through customer discovery? Search for product solution fit, build a minimal viable product. Four phases of customer discovery</li> </ul>	<b>Steve Blank:</b> Chapter 3

Week	Title and Description	Text Book and Chapter number
7	<ul style="list-style-type: none"> <li><b>Customer Discovery Phase One: Building a Business BMC: Business Model Canvas</b> Introduction to BMC terminologies: value proposition, market size, customer segments, channels, new vs. existing markets. Developing hypothesis for the BMC to test. <i>Students will actively work on their own BMC during this week.</i> <b>Project 2 part 1 (Due on week 8):</b> <i>Deliverable: no more team changes, refined business idea based on feedback, idea broken down into hypothesis in the BMC, elevator pitch</i></li> </ul>	<b>Steve Blank:</b> Chapter 4 Pages: 69-124
8	<ul style="list-style-type: none"> <li><b>Midterm 1 (includes topics up to Week 7)</b></li> <li><b>Student BMC presentation and elevator pitch</b></li> </ul>	
9	<ul style="list-style-type: none"> <li><b>Concept of Market and customer acquisition, Partners, revenue and pricing hypothesis</b> Funnel diagram (get-keep-grow). Strategies for customer acquisition, activation, retention and growth. Strategies for revenue generation, Concept of product pricing. <b>Project 2 part 2 (Due on week 10): Minimum viable product (MVP),</b> <i>Deliverable: no more team changes, teams present their minimal viable product to test</i></li> </ul>	<b>Steve Blank</b> Chapter 4 Pages: 126-188
10	<ul style="list-style-type: none"> <li><b>Customer Discovery Phase Two: Fieldwork</b> How design tests for BMC hypotheses? Prepare customer contacts and potential collaborators to test the hypothesis. Perform hypothesis testing in the field by interviewing ten (10) potential customers this week. <b>Project 2 part 3 (Due on week 11):</b> <i>Deliverable: no more team changes, refined BMC based on customer interview, full transcript of 10 interviews, discussion on changes to the MVP</i></li> </ul>	<b>Steve Blank</b> Chapter 5
11	<ul style="list-style-type: none"> <li><b>Customer Discovery Phase Three: Fieldwork</b> Analyze customer interviews, update the business model, pivot or proceed. Perform hypothesis testing in the field by interviewing ten (10) more potential customers this week. <b>Project 2 final presentation (Due on Week 12):</b> <i>Deliverable: no more team changes, refined BMC based on customer interview, full transcript of 10 interviews</i></li> </ul>	<b>Steve Blank</b> Chapter 6
12	<ul style="list-style-type: none"> <li><b>Customer Discovery Phase Four: Lessons learned, Pivot or Proceed, Iteration</b> <b>Classroom activity:</b> Team presentation on findings after fieldwork. Updated BMC, lessons learned, any changes to the original idea. Teams work on their elevator pitch</li> </ul>	<b>Steve Blank</b> Chapter 7
13	<ul style="list-style-type: none"> <li><b>Financing a Small Business</b> Types of funding: loan, pre-seed, seed, grants, debt vs equity vs equity free financing. Stages of venture capital funding.</li> </ul>	<b>Lawrence J. Gitman</b> Chapter 16

Week	Title and Description	Text Book and Chapter number
	<p>Government granting agencies</p> <ul style="list-style-type: none"> <li>• <b>Project 3 (Due on week 14):</b> <i>As a final project, students will present their finalized business plans that they have developed in their small group to the class</i></li> </ul>	
14	<ul style="list-style-type: none"> <li>• <b>Management and Leadership</b> Social Entrepreneurs are different: They achieve financial success by making a social impact. This week we will define the role of management and discuss the four types of planning: strategic, tactical, operational, and contingency, in social enterprise development. Leadership styles and their example from real life. <b>Writing 1: What leadership skills are proven in developing a socially responsible business?</b> <i>Deliverable: In 2000 words describe your ideal social enterprise leader's characteristics in terms of style, skills, and knowledge base</i></li> </ul>	<b>Lawrence J. Gitman</b> Chapter 6
15	<b>FINAL EXAM: Comprehensive based on theoretical concepts learned during the entire course</b>	

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

**CHANGE IN EXISTING GRADUATE COURSE**

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

**Date Submitted to the Office of Graduate Studies:** MS in Forensic Science

**Date of Program Approval:** April 24, 2020

**Date of CGS Approval:** May 6, 2020

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

<b>Name(s)</b>	<b>Email(s)</b>	<b>Phone number(s)</b>
Mechthild Prinz, PhD	mprinz@jjay.cuny.edu	212-621-3751

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

<b>FROM</b> ( <del>strikethrough</del> the changes)		<b>TO</b> ( <u>underline</u> changes)	
<b>Program</b>	MS in Forensic Science	<b>Program</b>	MS in Forensic Science
<b>Course</b>	<b>FOS796</b> Thesis Prospectus II	<b>Course</b>	<b>FOS796</b> Thesis Prospectus II: <u>Graduate Seminar</u>
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	FOS 795 (pre-requisites)	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	
<b>Hours</b>	1	<b>Hours</b>	
<b>Credits</b>	1	<b>Credits</b>	
<b>Description</b>	The second in a series of three seminar courses is designed to introduce the student to scholarly research, <del>scientific writing, library research</del> and professional and ethical issues in scientific research and forensic science. <del>Students will develop critical</del>	<b>Description</b>	The second in a series of three required seminar courses is designed to introduce the student to scholarly research, and professional and ethical issues in scientific research and forensic science. <u>In this formal seminar, presentations by a combination of</u>

	analysis and oral communication skills. Students will present journal club style presentations in FOS 796.		<u>invited experts, faculty, and/or students covering topics such as published work, original research, and other relevant topics will provide students with a broader perspective on forensic science and inform their research.</u>
		<b>Effective Term</b>	Spring 2021

**Rationale for the proposed change(s): Rename Thesis Prospectus II in order to comply with FEPAC standard 5.2.2c**

As of current, Thesis Prospectus II (FOS 796) is the second in a series of three graduate courses (FOS795, 796, 797). Combined, the course series is designed to introduce students to scholarly research, scientific writing, library research and professional and ethical issues in scientific research and forensic science and prepare students for thesis research. Both FOS795 and 796 currently include invited speakers to broaden the students' perspective and FOS796 also has students present journal club style presentations. This meets the current FEPAC standard requiring all accredited master's in forensic science programs to include a **"formal seminar"** featuring invited experts or student presentations to be **"a requirement of a course"**. But in a revision taking effect January 2021 this was changed to read as follows: "A formal seminar, presented by a combination of invited experts, faculty, and/or students covering topics such as published work, original research, and other relevant topics must be included within the curriculum as **a required course**." This requires a change where some content is removed from FOS796 and this course in the Thesis Prospectus series is taught as the formal graduate seminar. This should also be reflected in the title of the class.

**3. Enrollment in past semesters:**

Since this is a required course, every student enrolled in the master's in forensic science program must complete this course in order to graduate; typical enrollment was 15-20 students.

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

☒ No      ☐ Yes

If yes, what consultation has taken place?

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

## College Council Calendar 2020-2021

Items Due	Executive Committee	College Council Meeting
Friday, August 21, 2020	Tuesday, September 1, 2020	Monday, September 14, 2020
Thursday, September 17, 2020	Wednesday, September 30, 2020	Tuesday, October 13, 2020
Monday, October 19, 2020	Thursday, October 29, 2020	Thursday, November 12, 2020
Monday, November 16, 2020	Monday, November 23, 2020	Monday, December 7, 2020
Tuesday, January 19, 2021	Tuesday, February 2, 2021	Wednesday, February 17, 2021
Monday, February 22, 2021	Thursday, March 4, 2021	Monday, March 15, 2021
Friday, March 19, 2021	Wednesday, March 24, 2021	Thursday, April 8, 2021
Monday, April 19, 2021	Monday, April 26, 2021	Tuesday, May 11, 2021

All meetings begin 1:40 p.m. and are open to the College Community. **Note: some or all meetings may be conducted remotely via Zoom.** When on-campus, the Executive Committee of the College Council meets in Room 610 Haaren Hall, and College Council meetings take place in Room 9.64NB.

### Additional meetings if needed

Items Due	Executive Committee	College Council Meeting
Tuesday, November 24, 2020	Tuesday, December 8, 2020	Wednesday, December 9, 2020
Tuesday, April 27, 2021	Wednesday, May 12, 2021	Thursday, May 13, 2021