

## Faculty Senate Minutes #355

Wednesday, March 24, 2010

3:15 PM

Room 630 T

**Present (32):** William Allen, Andrea Balis, Elton Beckett, Adam Berlin, Marvie Brooks, Erica Burleigh, Demi Cheng, Virginia Diaz, James DiGiovanna, Gail Garfield, Robert Garot, Jay Gates, Katie Gentile,, Jessica Gordon Nembhard, Jay Hamilton, Richard Haw, Heather Holtman, Karen Kaplowitz, Tom Litwack, Vincent Maiorino, Nivedita Majumdar, Tracy Musacchio, Richard Perez, Nicholas Petraco, Rick Richardson, Richard Schwester, Francis Sheehan, Robert Till, Shonna Trinch, Thalia Vrachopoulos, Valerie West, Joshua Wilson

**Absent (16):** Spiros Bakiras, Luis Barrios, Elise Champeil, Shuki Cohen, Edgardo Diaz Diaz, Janice Dunham, DeeDee Falkenbach, Beverly Frazier, Joshua Freilich, P. J. Gibson, Maki Haberfeld, Richard Kempter, Evan Mandery, Peter Manuel, Raul Romero, Cecile Van de Voorde

**Invited Guests:** Professors Valerie Allen, Anthony Carpi, Amy Green, Ellen Sexton

### Agenda

1. Adoption of the agenda
2. Announcements & reports
3. Approval of Minutes #354 of the March 11, 2010, meeting
4. Consideration and vote on the Commencement Poem recommended by an ad hoc Senate committee: Elton Beckett, Tracy Musacchio, and Francis Sheehan
5. Election, by secret ballot, of additional members of next year's Faculty Senate & College Council: this is the second stage of the Faculty Senate election process
6. Election, by secret ballot, of next year's Faculty Senate at-large members to serve on next year's College Council as Faculty Senate reps and alternate reps
7. Approval of at-large Faculty Personnel Committee election slate
8. Election, by secret ballot, of a UFS delegate and alternate delegates
9. Vote on Senate recipients of our graduation awards for CUNY BA and CUNY BS students recommended by an ad hoc Senate committee
10. Declaration of a vacant seat on the Faculty Senate (and College Council) and what action, if any, the Senate should take
11. General Education Update: Consideration of 5 General Education Draft Models: Invited Guest: Professor Amy Green, Chair, General Education Steering Committee
12. New business

**1. Adoption of the agenda.** Approved.

**2. Announcements & reports**

The election results of 13 at-large and 3 adjunct faculty members to serve as at-large representatives on the 2010-2011 Faculty Senate were announced:

*The 13 full-time faculty representatives are:*

Andrea Balis – History/ISP  
Elton Beckett – Communication & Theater Arts  
Marvie Brooks – Library  
Erica Burleigh – English  
DeeDee Falkenbach – Psychology  
Maki Haberfeld – Law, Police Science, & CJA  
Karen Kaplowitz – English  
Tom Litwack – Psychology  
Nivedita Majumdar – English  
Evan Mandery – Criminal Justice  
Rick Richardson – Sociology  
Francis Sheehan – Science  
Valerie West – Criminal Justice

*The 3 adjunct faculty representatives are:*

William Allen – Public Administration  
Edgardo Diaz Diaz – Foreign Languages & Lit  
Roz Myers – Sociology

**3. Approval of Minutes #354 of the March 11, 2010, meeting.** Approved.

**4. Consideration and vote on the Commencement Poem recommended by a Senate ad hoc committee: Senators Elton Beckett, Tracy Musacchio, Francis Sheehan, and Valerie West**

Senator Elton Beckett read the poem recommended by an ad hoc Senate committee comprising Senators Beckett, Musacchio, Sheehan, and West in a blind judging process. The Senate approved the committee's choice with enthusiastic applause the committee's. The poem is "New Building." Upon the Senate's approval, the identity of the author was revealed: Adam Berlin.

**5. Election, by secret ballot, of the 2010-11 Faculty Senate at-large members who will serve on the 2010-11 College Council as Faculty Senate representatives and as alternate representatives**

*The following 9 members of next year's Senate were elected to serve on next year's College Council:*

Andrea Balis – History/ISP  
Elton Beckett – Communications & Theater Arts  
Marvie Brooks – Library  
Maki Haberfeld – Law, Police Science & CJA  
Karen Kaplowitz – English  
Evan Mandery – Criminal Justice  
Rick Richardson – Sociology  
Francis Sheehan – Science  
Valerie West – Criminal Justice

*The following 3 members of next year's Senate were elected to serve on next year's College Council as alternate members:*

Erica Burleigh – English  
DeeDee Falkenbach – Psychology  
Nivedita Majumdar – English

**6. Election, by secret ballot, of additional members of next year's Faculty Senate & College Council: this is the second stage of the Faculty Senate election process**

*The Senate elected 9 faculty members to be members of both the Faculty Senate and the College Council:*

Elise Champeil – Science  
Sergei Cheloukhine – Law, Police Science, CJA  
Beverly Frazier – Law, Police Science, CJA  
Jay Gates – English  
Olivera Jokic – English  
Richard Ocejo – Sociology  
Richard Perez – English  
Staci Strobl – Law, Police Science, CJA  
Patricia (Pat) Tovar – Anthropology

**7. Approval of at-large Faculty Personnel Committee election slate**

The Senate ratified a slate of candidates for election to the College's Faculty Personnel Committee. The President of the Faculty Senate issued a call to all full-time faculty members for nominations and self-nominations. Ten faculty members have accepted nomination and have agreed to serve if elected. Ballots will be sent to all full-time faculty members who will be asked to vote for 3 FPC members and 3 alternate FPC members from this slate.

Bettina Carbonell – English  
Josh Freilich – Criminal Justice  
Gail Garfield – Sociology  
Lior Gideon – Law, Police Science & CJA  
Maki Haberfeld – Law, Police Science & CJA  
Norman Olch – Law, Police Science & CJA  
Nicholas Petraco – Science  
Chitra Raghaven – Forensic Psychology  
Carmen Solis – SEEK  
Karen Terry – Criminal Justice

**8. Election, by secret ballot, of a UFS delegate and alternate delegates**

The Senate elected Karen Kaplowitz to another 3-year term as a delegate to the University Faculty Senate. Four candidates ran for the two positions as alternate delegates, which is a one-year term. The four were: Ned Benton, Sergei, Cheloukhine, Patricia Tovar, and David Shapiro. Professors Benton and Tovar were elected by secret ballot.

**9. Vote on Senate recipients of our graduation awards for CUNY BA and CUNY BS students recommended by an ad hoc Senate committee**

The Faculty Senate ratified the recommendation of an ad hoc committee that the following students receive the Senate awards this May:

Rachel Ramirez: CUNY BA Award in the Humanities  
Patrick Scullin: CUNY BS Award in the Social Sciences  
Alison Denning: CUNY BS Award in the Science/Mathematics/Computer Science

**10. Declaration of a vacant seat on the Faculty Senate (and College Council) and action, if any, to be taken**

Edward Davenport has written to the President of the Senate, as required by the Constitution,

resigning his seat on the Faculty Senate and also on the College Council. The Senate decided to take no action to fill this seat, given the fact that the academic year is almost completed and given the fact that the Senate has alternate members of the College Council who can attend and vote.

**11. General Education Update: Consideration of 5 General Education Draft Models: Invited Guest: Professor Amy Green, Chair, General Education Steering Committee, and Steering Committee Members Valerie Allen, Anthony Carpi, and Ellen Sexton [Attachment A, B, C]**

Prof Amy Green, the Chair of both the General Education Task Force and the General Education Steering Committee, gave the Senate an update about the work of these two groups. She spoke about the state of General Education at the College stating that our current curriculum is 35 years old. She introduced the work that she and other faculty members have been collaborating on for quite some time and described the research as being a foundation which includes the learning outcomes and learning principles which were approved by the College Council.

Professor Green said she wants to clarify a rumor that there is going to be a vote for one of the five models saying this is not true. The five models [Attachment A] are examples of possible curriculums for the faculty to review; by reviewing and commenting on each the faculty can identify which elements of each models they like and which elements they do not like. With this information, the Gen Ed Steering Council will develop a single model which it will present to the community in the fall. The five models have been created so that faculty members can share their opinions so that a campus-wide discussion can begin. She distributed a handout [Attachment B] listing the Learning Outcomes for Undergraduate Education at John Jay College which the College Council approved last year on May 18, 2009, and is, therefore, a mandate that directed the work of the Gen Ed Steering Council. She also distributed a list of "Principles for Effective General Education at John Jay College of Criminal Justice" [Attachment C], which the College Council also passed on May 18, 2009. She asked that any suggestions be posted on the Gen Ed web site. She explained that this conversation can help the faculty work together to provide our students with the basic skills that they need and asked that the Senate refer to the chart as she discussed the different models.

President Kaplowitz said she is concerned about the institutional commitment needed for a revision of Gen Education, given the financial constraints the College is facing. Professor Green said that this revision is to be a long and deliberative process, one that will take several years. Senator Litwack said that there are a lot of exciting elements in the various models but he also expressed his concern about our extremely limited resources. He stressed that we should be realistic and that we should focus on our students building their basic skills.

President Kaplowitz also said that she, for one, thinks the College focuses on the theme of justice too much and that we should not have a Gen Ed curriculum that is focused on justice,

adding that she assumes these models can be revised to encompass a different theme if that is what the faculty want. Professor Green said of course. Professor Ellen Sexton replied that there is desire to give students a broad understanding of justice, which is what the students want to learn, explaining that the students in focus groups said they want the theme of justice.

President Kaplowitz praised the tremendous amount of work by the Steering Council and the exciting ideas that are embedded in the models, but said it is a daunting task to study all the models with the amount of time and energy required. Professor Valerie Allen apologized for asking us to do so much work and suggested that each department should take this on and split up the work in order to begin the conversation within each department. Professor Green said she and the other members of the Steering Council are available to come to individual departments to speak and to answer questions.

Senator James DiGiovanna said that the April 15 deadline for comments to be posted on the Gen Ed website does not in fact provide enough time for departments to meet and discuss the models and for departments to have Professor Green and others meet with departments, especially given the fact that Spring break is next week. He asked that the April 15 deadline be changed. Professor Green agreed to extend the deadline for posting comments on the web.

The Faculty Senate had a lengthy discussion about the five models.

Senator Katie Gentile asked about advisement and how advisement can be included in this process. Senator Demi Cheng suggested that we hold a campus wide event where faculty can be involved in workshops where these models can be discussed and the faculty can learn more about these models. These workshops can be interactive and there can be campus wide involvement in this process.

Senator Litwack stated that he believes that there should be a representative from each department working on this and that there should be a real discussion about the resources. He also suggested that these choices be further narrowed further. Senator Elton Beckett spoke about how students react to too many choices. Senator Richard Haw stated that from the discussions that the Senate has had with the Provost and the President, he thinks that a Gen Ed reform will happen and that the funds will be there. Senator Litwack questioned whether the President and Provost are being realistic.

The meeting was adjourned at 5:05 pm

Respectfully submitted,

Senator Virginia Diaz  
Associate Recording Secretary

## **Education for Justice:** A general education curriculum for John Jay College of Criminal Justice

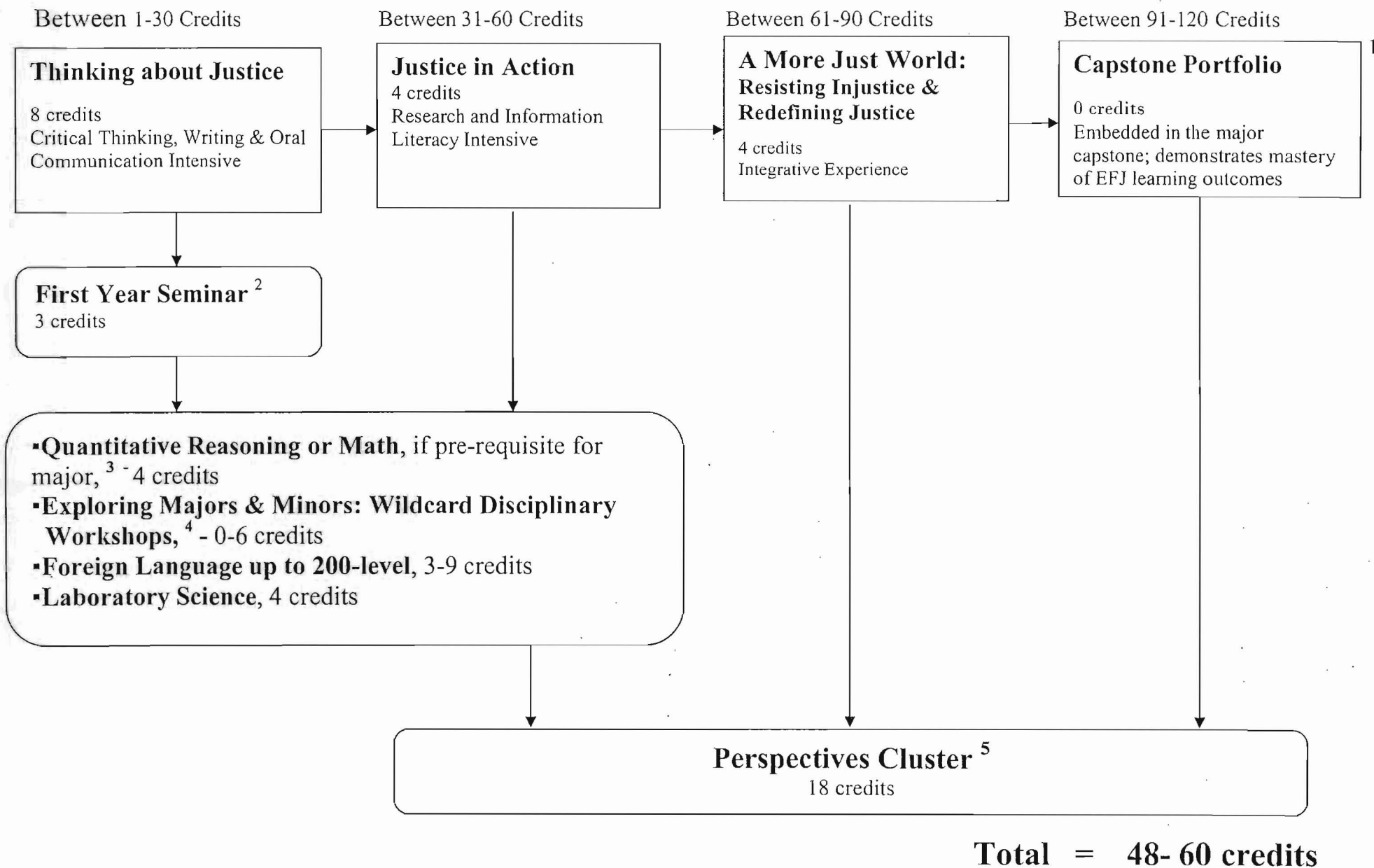
### **ATTACHMENT A-1: GREEN**

#### **Mission Statement**

**Education for Justice** is a general education program that prepares students at John Jay College for success in their academic, personal, and professional lives while contributing to the quest for justice and equality. With a core emphasis on timeless and timely issues of justice at home and abroad, EFJ provides foundational skills and knowledge in the liberal arts and sciences that equip students and alumni for complex and ethical decision-making in a rapidly evolving world. The four-year program is designed to achieve the Learning Objectives for Undergraduate Education at John Jay College, which include essential knowledge in the humanities, social sciences, science and quantitative reasoning, as well as the intellectual and communication skills that are required to understand, process, and share information; think critically about a wide range of issues from multiple perspectives; collaborate with others; participate responsibly in local, national, and global communities; and enjoy the rewards of life-long engagement with ideas, creative expression, and personal well-being.

#### **Rationale**

**Education for Justice** meets the *Learning Outcomes for Undergraduate Education* through a 40-55 credit program that includes a three-course core sequence plus distribution requirements that are organized to ensure that every student develops competencies in the major *Learning Outcomes* categories. The core sequence scaffolds skills in writing, oral communication, information literacy, and quantitative and qualitative reasoning in the context of a global analysis of justice and injustice. The six-course Perspectives Cluster provides a coherent, immersive experience in the multi-disciplinary study of a broad theme. **EFJ** meets the *Principles for Effective General Education* with a clear, justice-based mission, a curriculum that scaffolds student learning from first semester to completion of the degree, a three-course common core, cross-disciplinary programming, and a commitment to a continuous cycle of assessment and improvement to ensure student success in the major and in their civic and personal lives.



**Education for Justice** A general education curriculum for John Jay College of Criminal Justice



**<sup>1</sup> Education for Justice Core Sequence (3 courses, 16 credits):**

- Each 4-credit course in the core sequence addresses both the broad theme of the course title and a specific set of developmentally appropriate learning outcomes. Competencies and literacies to be included: critical thinking, quantitative reasoning, writing, oral communication, information literacy, and research skills.
- Versions of each course can be developed and offered by almost every department or combination of departments, as long as the course meets the identified learning outcomes. Some versions will be strictly disciplinary. Others can be interdisciplinary according to a variety of format models (team-taught large sections with breakouts; team-taught small classes in which the faculty rotate through different 5 or 7-week modules; etc.). Thinking About Justice might be paired with one or more other first-year courses as part of learning community.
- All sections will share a limited number of common readings supplemented by materials relevant to the specific discipline(s) in which the variation is offered.
- A common reflective writing component is embedded across the sequence. This scaffolded, meta-cognitive portfolio project would be accomplished in installments at each level of the core, culminating - in the capstone experience - in an autobiographical essay or creative project that analyses how the students' ideas about justice evolved through their college careers.
- Each course is worth 4 credits in order to provide more time for both students and faculty to become immersed in the topic and focus on the learning outcomes. The expansion of credits also mitigates issues related to the current 4/3 faculty workload by reducing the number of sections taught while maintaining workload credit hours. Thinking about Justice might be offered as one 8-hour course in one semester as two 4-hour courses over two semesters, or as a combination of 4- and 2-credit modules. Similar flexibility can be brought to the upper level core courses.

**<sup>2</sup> First Year Seminar (3 credits):**

The First Year Academic Seminar is a discipline-based course that introduces students to academic life and habits for academic success at John Jay College. These courses are being developed by the Office of the First Year Experience and might be linked with other courses, possibly *Thinking about Justice*, or a health and wellness course, to form first-year learning communities for incoming freshman and transfer students.

### **<sup>3</sup> Quantitative Reasoning or Math**

This program encourages the development of quantitative reasoning courses for students who will not need higher-order mathematics to success in their chosen major. It also increases the number of credits in these courses to 4 per section to allow more classroom time and faculty attention to ensure student success.

### **<sup>4</sup> Wildcard Disciplinary Workshops**

These introductory courses are designed to capture students' interest and engage their imaginations through active learning in two areas of study that they might consider as a major or minor. With a relatively narrow focus on a particular issue or problem in the field, these courses will involve students in the methods and pleasures of work in the discipline. Wildcard Disciplinary Workshop courses can be taken in any discipline other than those chosen for the First Year Seminar or *Thinking about Justice*.

### **<sup>5</sup> Perspectives Cluster**

Perspectives Clusters are 18-credits of multi-disciplinary courses at the 200 and 300-levels united by a common theme or topic (see examples, below). Within their chosen Cluster, students select six courses from an approved list developed by the coordinating departments. Distribution of the six courses must satisfy outcomes requirements within the categories of Essential Knowledge, Intellectual and Practical Skills, and Personal Development and Social Responsibility from the *Learning Outcomes for Undergraduate Education at John Jay College* (see chart below). Cluster requirements may also be satisfied with a limited number of approved co-curricular experiences (internship, study abroad, service learning, etc.) and/or independent studies. Clusters might be the vehicle for engaging students in cohort groups of common interest before or alongside the major. Sample clusters might include:

*The Ancient World:* Classical Literature; Greek and Roman Theater, Philosophy or Political Philosophy of the Classical World; Ancient History; Religions of the Ancient World, Early (Middle Eastern/Chinese, etc.) Cultures

*Diasporas:* Colonial and Post-Colonial Experience (Literature, Art, Anthropology, etc.); Patterns of Immigration (history, anthropology; Immigration Law; Ethnicity and Diversity in America; The Idea of Home; Mobility and Identity; Exile

*The Environment:* Environmental Science; Economics of Sustainability; Case Studies in Environmental Policy; The Food Supply; Climate Change & Human Health; Transportation for a Healthy Planet; Globalization and The Environment; The Politics of Water; Resources and Responsibility

*Africa:* African Art/Music/Drama; African Concepts and Practices of Justice; Sustainability in the Developing World (Science, Economics, Anthropology, Sociology, etc); Colonial and Post-Colonial Experience; Power and Resistance in Africa; Race and Ethnicity in Africa; AIDS

*Latin America:* Pre-Colonial Life in Latin America; Colonial and Post-Colonial Experience in Latin America (history, sociology, psychology, literature, etc.); Comparative Politics in Latin and Central America; The Music of the Americas; Caribbean Cultures; Drugs and Society in Latin and Central America; Gender and Identity in the Americas

*World Health:* Epidemics; Women’s Health in the Developing World; Infant Mortality as a Global Crisis; Studies in the Distribution of Medical Resources; Biology of Sex and Gender

Other ideas for clusters - *American Studies, World War I, The Artist at Work, The Struggle for Civil Rights, etc.*

**Distribution Requirements by Learning Outcomes for Perspectives Clusters\***

	Research & Information Literacy 3 pts	Quantitative Reasoning 1 pt	Written Communication 3 pts	Oral Communication 2 pts	Scientific Literacy 1 pt	U.S. Focus 2 pts	Global Focus 2 pts	Arts & Ideas 3 pts	Diversity 2 pts
<b>Perspectives Cluster</b>									
Course 1									
Course 2									
Course 3									
Course 4									
Course 5									
Course 6									

\*Individual courses can satisfy two or more *Outcomes* requirements.

**<sup>5</sup> Integrative Capstone Experience**

The **EFJ** capstone experience enables students to demonstrate mastery of the *Learning Outcomes for Undergraduate Education* and an ability to synthesize what they have learned from different parts of their college studies. Most of the majors at John Jay College include a senior capstone experience. The **EFJ** capstone competencies and the culminating reflective writing are embedded into these existing projects.

## Education for a Just Society

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## ATTACHMENT A-1: ORANGE

### Mission Statement

John Jay students come to the college because of our unique mission and focus on Criminal Justice. They are committed to active participation in the creation of a just society. The General Education program provides students with ways to understand the links between these personal impulses to broader social and professional citizenship.

- One purpose of Education for a Just Society is to help students understand that their education and membership in the John Jay Community is a way to become part of broader personal, political and professional communities.
- The second focus of the program is on the meaning of “life long learning” as a necessity for life long participation in creating a just society. Every John Jay student should become a conscious learner, a rigorous thinker who understands how to integrate new information and connect it to their own life and professional practice.

### Program Structure

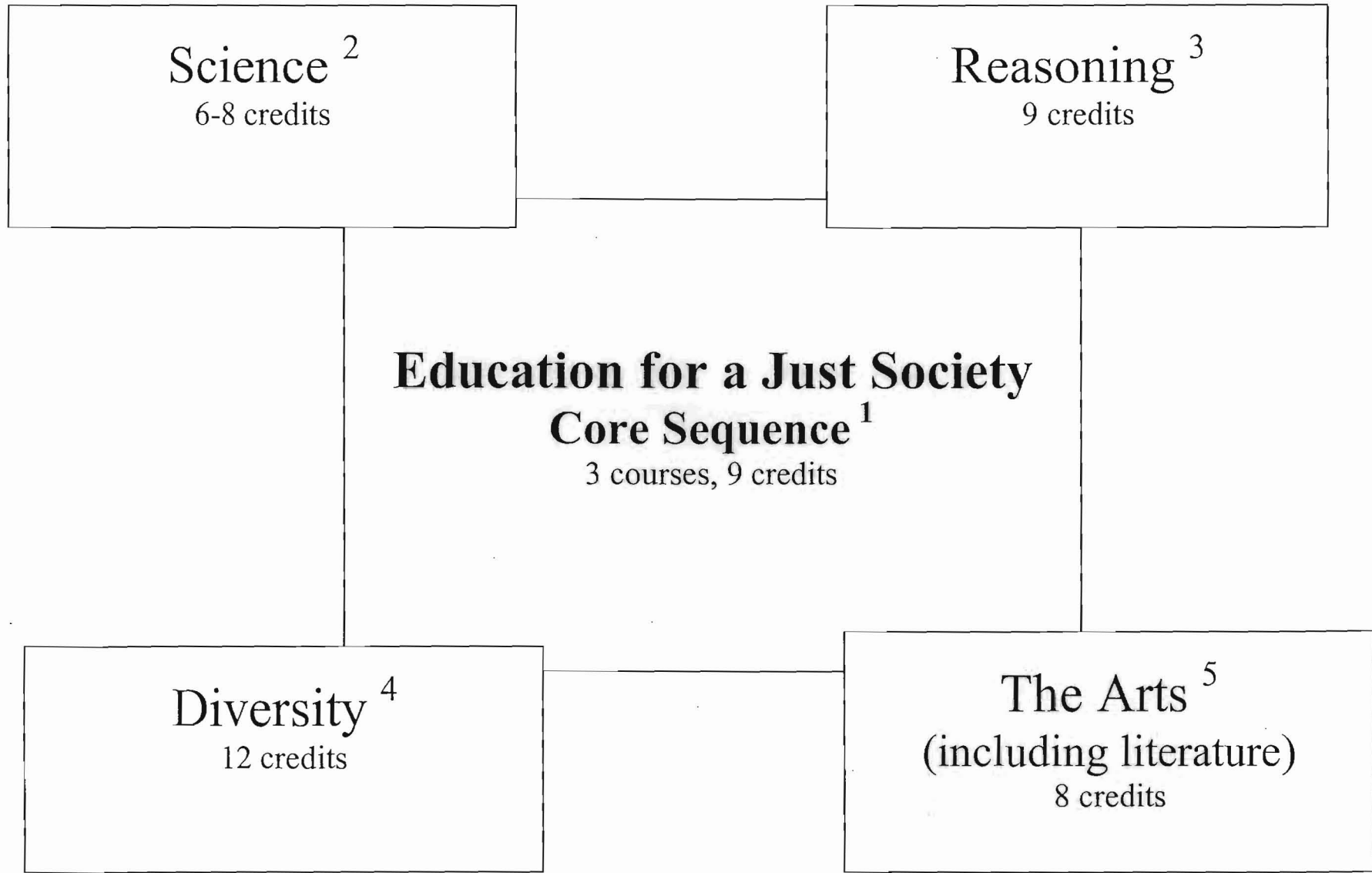
This General Education program is based on the Learning Outcomes and Objectives which the College Council passed in the Spring of 2009. There is however an emphasis on those which fall in the category of Personal Development and Social Responsibility, and Intellectual Maturity.

In order to be part of the General Education program courses must support the following outcomes:

- Formative ideas and works of key contributors to the arts, humanities, mathematics, natural and social sciences
- The complex inter-relationships among technologies, information and culture.
- Formulate meaningful and purposeful questions
- Distinguish between evaluative and factual statements.
- Express themselves clearly in forms of written and spoken English that are appropriate to academic and professional settings.
- Maintain self – awareness and critical distance in their work.

There is a three part core sequence. While there is a First Year Core, the Second and Third courses are taken when students have been 45 and 60 credits, and after 90 credits, in recognition of the fact that our students college careers rarely fall into the traditional four years.

In addition students take between 37-39 credits in courses in four categories which satisfy various learning outcomes. These could include discipline specific introductory courses but are by no means limited to those courses. These courses do not need to be taken in the first year, and students would be encouraged to take at least some of them later in their college career.



1) **The Core Sequence.**

*First Year Core Course* – taking advantage of the self-referential focus of most first year students, this course focuses on questions on personal responsibility and what it means to be a “just” individual. At the same time the course provides ways for students to reflect on what they are learning, and on how they are learning it. This goes beyond “personal learning styles” into broader issues of what our responsibilities are as individuals to hear others, to learn from others, and to translate what we know into action or into a more sophisticated intellectual framework. The academic content of the course can include ethical, social, economic, historical, literature and political material that focuses on justice as an individual responsibility, but at the same time the content will provide appropriate opportunities for reflection and personal action. Ideally this would be team taught. *This course would be linked to a writing class as well – or it would be a six credit course and the writing would be incorporated into the class more directly instead of being a linked course.*

*Second Year Core Course-* (Actually this course would be taken between 45-60 credits). This course expands the scope of the question of justice to the students’ immediate communities. This includes the college itself, as well as the neighborhoods in which students or their families live. The emphasis on the college as an institution provides an opportunity for students to understand their obligations to a broader world, and also provides opportunity for students to explore ways in which their actions can have results – both positive and negative ones. The other focus of the course is to make explicit the ways in education is connected to these issues. Students will be asked to reflect on the academic courses and/or programs they are taking and explore how their education is or could be linked to their roles as members of a community. They will be asked to consciously consider the question of whether or not they are providing themselves with the intellectual capital that they and their communities need. The content, as in the first year course, can be drawn from almost any discipline, but in this case the course should be team taught by faculty from different disciplines. This is especially important for this course since part of the focus is understanding that discipline training does affect the way a person thinks about social and political issues, furthering the connection between education and citizenship.

*Final Year Core Course-* (This course could be taken at any point after 90 credits) This course focuses on justice in a global society. The content focuses on the idea of justice in a globalized world. Is there or should there be common standards of justice? If so, who chooses them and what should they be? What is the relationship between community, state and world society? Students will be encouraged to consider how they will use their education in the rapidly changing world they face. While the content for this course can come from a variety of disciplines it must all be international in nature, and consider both western and non-western world views. This third course combines the themes of justice, education and personal responsibility in a way that encourages students to look outward, and to consider how they will use what they have learned at John Jay beyond merely getting their first job, but as a way of developing “habits of mind”.

General Education Steering Committee, Orange Model

**2) The Science Box**

Courses in this category could include: Lab science courses, History of Science, Philosophy and/or Sociology of Science, 200 level and above social science course which are “science based”

*To be eligible these courses must support the following Outcomes:*

- Science, scientific methodologies and scientific approaches to knowledge and problem-solving.
- The complex inter-relationship among technologies, information and culture.
- Formulate meaningful and purposeful questions
- Distinguish between evaluative and factual statements.
- Gather and analyze different kinds of data
- Sort, prioritize and structure evidence.
- Solve problems through evidence-based inquiry.
- Apply informal and formal logic in problem solving, analysis and developing arguments.
- Understand how information is generated and organized.
- Comprehend and discuss complex material.
- Critically evaluate information.

**3) The Reasoning Box**

Courses in this category could include: Qualitative and quantitative reasoning, Quantitative research methods, Logic, Mathematics, Information Technology

*To be eligible these courses must support the following Outcomes:*

- The mathematical skills and methods required in daily, academic, and professional life.
- Formulate meaningful and purposeful questions
- Distinguish between evaluative and factual statements.
- Gather and analyze different kinds of data
- Sort, prioritize and structure evidence.
- Solve problems through evidence-based inquiry.
- Apply informal and formal logic in problem solving, analysis and developing arguments.
- Understand how information is generated and organized.
- Conduct effective Internet and database searches.

- Use information effectively and responsibly

#### 4) **The Diversity Box**

These courses could include Anthropology, Sociology, Literature, Foreign Language, Gender Studies, Political Science, and History.

*These courses should support the following Outcomes:*

- Formative ideas and works of key contributors to knowledge across time and place.
- World history and the historical contexts of diverse arts, cultures, languages, literature, Religions, and economic and political systems
- Issues and institutions of justice around the world.
- Listen effectively
- Develop creativity
- Articulate the ethical dimensions of personal, academic, social, economic and political issues and their implications for justice.
- Be informed citizens of the world

#### 5) **The Arts Box**

This could include courses in Art, Music, Film, Speech, Theater, and Literature.

*These courses must support the following Outcomes:*

- Formative ideas and works of key contributors to knowledge across time and place.
- World history and the historical contexts of diverse arts, cultures, languages, literature, religions, and economic and political systems
- Issues and institutions of justice around the world.
- Listen effectively
- Target an audience
- Work collaboratively with others
- Maintain self- awareness and critical distance in their work
- Develop their own creativity
- Understand the role of creativity in all fields of inquiry.
- Cultivate curiosity and embrace learning as a life long process.



# Understanding Knowledge and Discovering Justice: ATTACHMENT A-1: PURPLE

A general education curriculum for John Jay College of Criminal Justice

## Mission Statement

**Understanding Knowledge and Discovering Justice** is a new General Education curriculum developed to cultivate student intellect, encourage self-awareness and understanding of others, stimulate imagination, foster ethical and social responsibility, and promote critical thinking. The curriculum recognizes that in the long run, successful individuals will need intellectual flexibility and leadership skills. These require an ability to critically evaluate diverse information and situations, weigh available data before decision-making, and consider the implications of one's actions. To best achieve these ends, the proposed curriculum will stress the diversity of human experience and the understanding necessary to make and communicate reasoned judgments.

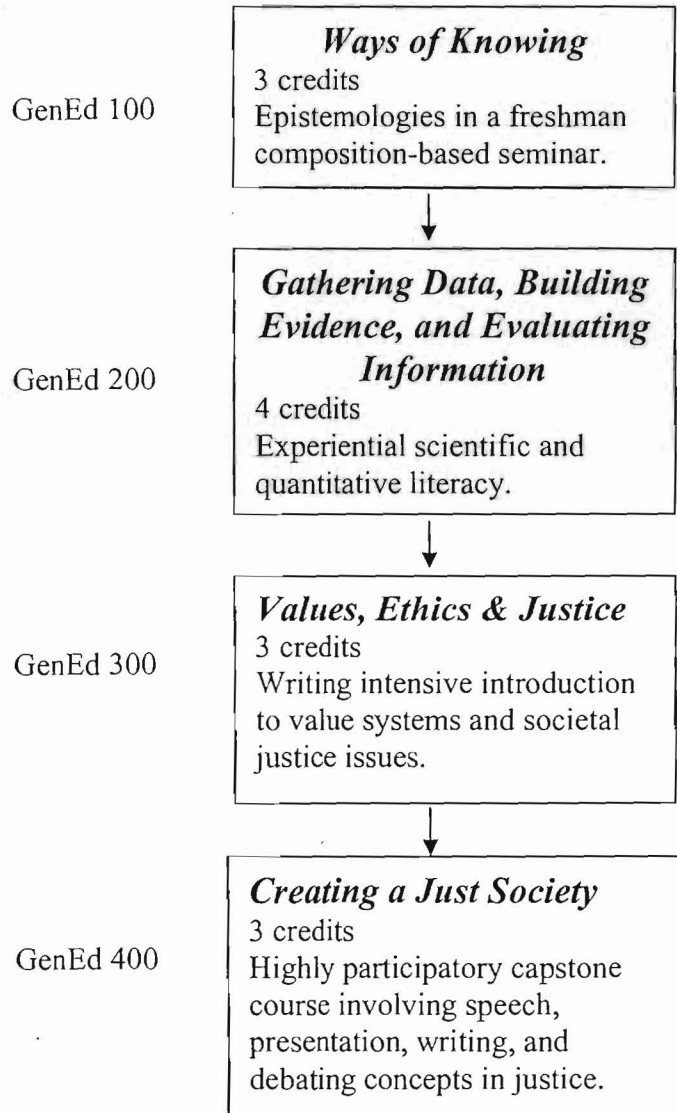
## Introduction & Rationale

**Understanding Knowledge and Discovering Justice** is a 44-53 credit sequence based in **two core themes** from the "Learning Outcomes for Undergraduate Education" passed by the John Jay College Council in spring 2009; specifically, the: 1) The **Reasoning, Analysis, and Critical Thinking** goal from the Intellectual and Practical Skills section of the report; and 2) the **Ethical Practice** goal from the Personal Development and Social Responsibility section. This sequence **also addresses Personal Development** issues in the upper level shared experiences courses. The proposal pays particular attention to the mission of the institution in **promoting and understanding justice**. Given the high level of student-faculty interaction, discussion, and feedback promoted in the shared experience courses and the distribution requirements to be proposed by individual Departments, **pedagogy and student achievement are emphasized** throughout this proposal.

This proposal consists of two core components:

- I. **Shared Experience Courses:** A series of four courses scaffolded over the four years of a student's college career that **bring together critical thinking and different understandings of justice**. This series will provide a **common experience for all John Jay students**, promote one's ability to critically and substantively evaluate information, and provide a foundation in understanding justice as driven by the College's mission.
- II. **Distribution Classes:** Representing a variety of fields and areas of study, these will **build on the core themes** developed in the proposal. Distribution requirements will **contribute breadth to the curriculum** in introducing essential knowledge elements while emphasizing the skills and mission of this general education curriculum.

**I. UKDJ Shared Experience Courses (13 credits)**



**II. UKDJ Distribution Courses (31-40 credits)**

- Quantitative Literacy (3 or 6 credits)  
(1) Documented proficiency with algebra or geometry; or choose algebra, geometry, or equivalent.  
(2) Choose one from selections in calculus, statistics, accounting, or related applied quantitative fields.<sup>1</sup>
- Scientific Literacy (7 credits)  
Choose one from selections in each area of natural/physical science & social science.
- Communication Literacy (6 credits)  
Choose one from selections in each area of writing & speech.<sup>2</sup>
- Great Works & Events (6 credits)  
Choose one from selections in each area of literature & history.
- Cultures (3-9 credits)  
Choose one from selections in ethnic or gender studies.  
Choose two from foreign languages.<sup>3</sup>
- Expression (3 credits)  
Choose one from selections in the fine arts.
- Lifestyle (3 credits)  
Choose one from selections in health, physical fitness, and related areas.

**Total = 44-53 credits**

## **I. Shared Experience Courses (13 credits):**

### **GenEd 100. *Ways of Knowing (3 Cr)***

Rationale: Understanding how we gain knowledge is critical to one's ability to accurately evaluate and use information and to distinguish between different sources of information. Prompting students to think about knowledge at a higher level is critical to distinguish their College experience from High School, as is challenging them to write at the college level.

Course Description: This is an interdisciplinary course that will draw on multiple fields of knowledge all aimed towards developing participants' analytic reasoning, logical reasoning, information literacy, problem solving, and decision-making skills. The course focuses on critical inquiry in an effort to cultivate students' ability to question, deconstruct, and then reconstruct knowledge in the interest of intellectual empowerment. This course will emphasize sources of knowledge, ways of learning, and the importance of skepticism. Writing assignments and student achievement will be evaluated in part based upon the individual's efforts at critical self-reflection. This is the first of a series of four foundational General Education courses. Major components include:

1. Epistemologies and ways of knowing including science, philosophy, and belief-based systems, all considered in cross-cultural context.
2. Identifying and comparing the sources and qualities of knowledge and opinion.
3. The ability to logically build an argument and evaluate its consequences.

This course serves as a freshman seminar and will develop foundational skills in English composition and writing.

### **GenEd 200. *Gathering Data, Building Evidence, and Evaluating Information (4 Cr)***

Rationale: Scientific methodology is not simply an abstract means to understand nature; it is an approach to critically analyze data and weigh evidence and is used in legal, political, and all research environments. Providing the foundation for quantitative and objective evaluation is essential preparation for studying justice.

Course Description: This is an experiential course that will provide students with the opportunity to gather data from a variety of systems. The course will discuss both quantitative and qualitative data and how to evaluate and interpret this data from numeric, graphical, and technological points of view. The course will introduce the difference between data and evidence and the methods used to form hypotheses and build support for ideas. In addition, the course will introduce students to systems and technology for recording, organizing, and disseminating knowledge. Major components include:

1. The role of creativity in problem solving and critical thinking.
2. Methods for quantifying error, uncertainty, and confidence, and the difference between these measurements and bias;
3. The construction of an argument based on data and evidence.

This sophomore course will include many writing assignments and a laboratory component. It will serve as a foundational course in scientific and quantitative reasoning. Prerequisites: GenEd 100 and documented proficiency with algebraic functions.

**GenEd 300. *Values, Ethics & Justice (3 Cr)***

Rationale: The administration of justice is based on individual, societal, and professional concepts of values and ethics, which are not uniform and evolve across time and vary across cultures. Understanding these foundations is critical to understanding justice and justice systems.

Course Description: This course will explore the ethics and values (or morals) of people and societies, and, in turn, how those people and societies seek justice. There are three principal components of this course. The first examines two related questions: What do people and their societies consider “right” and “wrong”? What beliefs and actions are admired because of the values they reflect, and which are disdained for the same reasons? The second component investigates two other questions: How do people go about learning and determining what is right and wrong? What institutions are used for these purposes and what methods do those institutions use? The third component analyzes the rewards and penalties—formal and informal—for “right” and “wrong” behavior. This interdisciplinary course will use findings, methods, and scholarship from the humanities, social sciences, and sciences to seek answers to these questions.

The course is designed to emphasize the following:

1. The habit of discovering and evaluating one’s beliefs and values in a comparative context.
2. The capacity to investigate the ways individuals and societies develop and support beliefs about “right” and “wrong”.
3. The social and biological basis of morals and systems of ethics as a foundation for systems of justice.
4. The skill to evaluate the connections and contradictions between policies and the values that underlie them.

This course will serve as a writing intensive course. Prerequisites: GenEd 200.

**GenEd 400. *Creating a Just Society (3 Cr)***

Rationale: Knowledge without action is of little consequence. Providing students the means to debate and act on their beliefs and findings is critical to training them to work as professionals in society.

Course Description: The goal of this course is the integration of students’ reasoning and critical thinking skills with the appreciation for variations in human perceptions and interpretations of justice. This interdisciplinary course will explore and challenge students’ conceptions of a ‘just society’, taking into account research and theory in social sciences, humanities and the arts and sciences. Possible topics include: examples of utopian societies in history and literature; cross-cultural comparisons of various forms of justice (cultural, economic, ecological) and their consequences; social, economic, psychological and other consequences of injustice and how they inform beliefs about social justice; and the global interdependence of justice systems. Students will be encouraged to address critical social issues with creative solutions, and the course will actively promote civic engagement as a means of contributing to a just society.

The course is designed to incorporate practical work, tapping students’ integrative and critical thinking skills and motivating them to present their thoughts and work both orally and in written form. Prerequisites: GenEd 300 and completion of the Communication Literacy distributions.

**II. Distribution Requirements (31-40 credits)**

Distribution requirements will be developed by Departments at the College and are expected to emphasize one of the core themes proposed in the curriculum: critical thinking or evaluating justice. A detailed matrix follows.

**Quantitative Literacy** (3 or 6 credits)

(1) Documented proficiency with algebra or geometry; or choose algebra, geometry, or equivalent.

(2) Choose one from selections in calculus, statistics, accounting, or related applied quantitative fields.<sup>1</sup>

*Rationale:* Understanding how to quantify relationships is critical to evaluating outcomes in natural and social systems. Quantitative literacy skills are necessary for both professional and personal success.

**Scientific Literacy** (7 credits)

Choose one from selections in each area of natural/physical science & social science.

*Rationale:* Educated citizens should be aware of and conversant with scientific principles, as they have far-reaching natural, environmental, and social ramifications. They are critical to public policy and to individual decision-making. One must recognize the value and limitations, risks and benefits of scientific discovery of all kinds.

**Communication Literacy** (6 credits)

Choose one from selections in each area of writing & speech.<sup>2</sup>

*Rationale:* A college-educated individual must have the capacity to think, write and speak clearly and effectively. The best ideas are meaningless if they cannot be communicated.

**Great Works & Events** (6 credits)

Choose one from selections in each area of literature & history.

*Rationale:* Educated citizens must understand their place in history. This means that they should be able to appreciate the present in the context of historical events. It also means one should both appreciate and appraise human thought through history, as reflected in seminal works of literature.

**Cultures** (3-9 credits)

Choose one from selections in ethnic or gender studies.

Choose two from foreign languages.<sup>3</sup>

*Rationale:* An educated citizen will have been challenged to consider life from the perspective of another. Such an opportunity fosters the development of cultural understanding and sensitivity, a respect for and acceptance of diversity of opinion, and a broadening of one's world view.

**Expression** (3 credits)

Choose one from selections in the fine arts.

*Rationale:* Artistic expression challenges, soothes, stimulates, captivates and evokes response from people of all cultures. The arts may offer commentary on the human experience worthy of contemplation.

**Lifestyle** (3 credits)

Choose one from selections in health, physical fitness, and related areas.

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<sup>1</sup> Not including algebra or geometry.

<sup>2</sup> Requirement must be met as a prerequisite for GenEd 100.

<sup>3</sup> Or placement out of requirement.

General Education Steering Committee, Purple Model

*Rationale:* The educated citizen should have an awareness of factors that underlie a healthy lifestyle in order to make informed life choices in support of that lifestyle and to reject false claims and choices that undermine healthy living.

**GenEd Requirements by Learning Outcomes**

Undergraduate Education Requirements  (44 - 50 credits)	Core Themes		Learning Outcomes for Undergraduate Education <sup>1</sup>							
	Thinking Critically	Discovering Justice	Essential Knowledge <sup>2</sup>	Intellectual and Practical Skills				Personal Development & Social Responsibility		
				Reasoning, Analysis, & Critical Thinking	Communication	Research & Information Literacy	Creativity	Ethical Practice	Civic Engagement	Intellectual Maturity
<b>Shared Experience</b>										
Gen Ed 100. Ways of Knowing (3 cr)	√			1	0	1	1	0	0	1
Gen Ed 200. Gathering Data, Building Evidence, and Evaluating Information (4 cr)	√			2	1	2	1	0	1	1
Gen Ed 300. Values, Ethics & Justice (3 cr)		√		2	1	1	1	2	1	1
Gen Ed 400. Creating a Just Society (3 cr)		√		1	2	2	1	2	2	2
<b>Distribution Requirements</b>										
Quantitative Literacy (3-6 cr)										
Scientific Literacy (7 cr)										
Communication Literacy (6)										
Great Works & Events (6 cr)										
Cultures (3-9 cr)										
Expression (3 cr)										
Lifestyle (3 cr)										

(1) Courses do not address each category of learning outcomes equally. Values were assigned to each course to represent the proportion of learning outcomes addressed in each category: (0) not addressed, (1) up to half of the category learning outcomes introduced, (2) more than half of the category learning outcomes introduced.

## ***Educating for Justice: -- ATTACHMENT A-1: BLUE***

A draft model for the general education curriculum at John Jay College of Criminal Justice

### **Mission Statement**

*Educating for Justice* aims to meet key elements of the *Learning Outcomes for Undergraduate Education and the Principles for Effective General Education at John Jay College of Criminal Justice*, which were passed by the Curriculum Committee and the College Council in Spring 2009. More specifically, this program prepares students academically for their chosen majors, cultivates critical judgment, and supports them in developing the skills and knowledge base needed for mature and responsible living and lifelong learning. *Educating for Justice* provides students with an empowering education, involving critical teaching for social change, and enabling and encouraging a thoughtful, inquisitive, and positive learning experience. Students will acquire academic and intellectual skills that will support them in becoming successful communicators and problem solvers who are able to articulate and address multifaceted real world problems. *Educating for Justice* encourages students to generate a healthy skepticism on their journey of academic success, enriched by skills of reasoning and analysis, communication literacy, information literacy, technological and computer literacy, ethical practices, creativity, intellectual maturity, and the essential knowledge needed to embark upon and succeed in their chosen majors.

### **Description**

*Educating for Justice* has several distinguishing features:

- *Educating for Justice* uses the city as a reference point, providing opportunities for students to explore neighborhoods, cultures, ethnicities, history, government, art & music and more. Through an expanding circle of experiences, students will develop a deeper knowledge of themselves, their city, their country and the world in which we live.
- *Educating for Justice* endows general education courses with justice themes that validate and strengthen the student interests that led them to choose John Jay College, thereby encouraging retention, and making general education courses more appealing.
- In *Educating for Justice* students will integrate and synthesize knowledge from various academic disciplines, and explore interrelationships among and between disciplinary areas.
- *Educating for Justice* gives student and faculty choice. It encourages the creation of diverse courses from many disciplines, as long as they address the key elements and objectives. *Educating for Justice* lends itself especially well to interdisciplinary approaches.
- Integral to *Educating for Justice* is encouraging students to gain an understanding of self, to learn to make choices for growth, to lay the foundations for lifelong learning, and to reach their full potential as engaged members of their communities.

### **Rationale**

## General Education Steering Committee, Blue Model

Most students come to John Jay to study justice, but it is equally important for them to experience a broad range of disciplinary knowledge.

*Educating for Justice* tries to reconcile these two seemingly conflicting ideas, with the belief that justice cannot be studied in isolation. To meet this objective, *Educating for Justice* includes

- ✓ a common first year experience where strong foundational skills will be acquired. Requiring students to take these common courses in their first year improves academic readiness while also fostering friendship and community building.
- ✓ the first 3 of the 4 shared experience courses outlined in *Understanding Knowledge and Discovering Justice* (the Purple model), which ensure that certain key skills and knowledge are acquired and built on in a scaffolded manner.
- ✓ a strong interdisciplinary humanities experience to enable students to develop a fuller understanding of their own time and place in history and the manifold interpretations and executions of justice through time and place.
- ✓ courses that set the stage for lifelong learning, e.g. *Communication & media literacies*, *Health for life/phys ed*, *Statistics for everyone*, *Science literacy for non-science majors*, *Psychology for non-psychology majors*.



### Shared experience courses

#### FRESHMAN BASE:

The following to be taken during the first year (first 30 credits), any semester:

Freshman seminar (1 credit)

Taking it to the NYC streets & Eng comp<sup>1</sup> (3+3=6 credits)

Communication & media literacies<sup>2</sup> (2 credits)

Gen Ed 100: Ways of knowing<sup>3</sup> (3 credits)

Gen Ed 200: Gathering data, building evidence and evaluating information<sup>3</sup> (prerequisite = Gen Ed 100) (3 credits)

Gen Ed 300 Ethics and justice<sup>3</sup> (Prerequisite = Gen Ed 200) (3 credits)

### Distribution courses

Science literacy for non-science majors  
(prereq Gen Ed 200) (3 credits)

Health for life / phys ed (3 credits)

Foreign languages (6 credits)

Service learning<sup>4</sup> (3 credits)

Global perspectives of justice<sup>5</sup>  
(arts & humanities, 6 credits)

Quantitative literacy (3 credits)

Statistics for everyone<sup>6</sup> (3 credits)

Diversity (3 credits)

U.S. Studies<sup>7</sup> (3 credits)

What does it mean to be human?<sup>8</sup>

TOTAL CREDITS FOR GEN ED PROGRAM: 48 - 54 credits

**Note 1: *Taking it to the NYC streets* paired with an *English composition* course**

6 credits

An introduction to studying justice in New York City, using field trips, excursions and neighborhood explorations, paired with composition course with the instructors cooperating and collaborating together (similar to the City College FQIWS model).

This course will also serve as a community building, friendship-fostering tool.

*Objectives:* Students will:

- become familiar with history, cultures, and social, political, and economic institutions of NYC
- become familiar with issues & institutions of justice in NYC
- improve English writing and composition skills.
- learn to use technologies, such as e-portfolios and web technologies
- learn to use common academic and workplace software applications.
- take field trips & excursions to relevant institutions. Explore the city's neighborhoods, peoples, history & culture.

**Another possible approach to Taking it to the streets:** Use a version of the Macaulay (CUNY) Honors College NYC seminars program. Specifically, taking their two programs "Art in New York City" and "the Peopling of New York City", for a 6 credit program. CONS: we lose the justice angle.

**Note 2: *Communication & media literacies.***

*Objectives:* Students will:

- become familiar with the complex interrelationships among technologies, information and culture.
- understand how information is generated, disseminated and organized.
- learn how to conduct effective internet and database searches, and find and navigate appropriate resources in print and electronic formats.
- learn to critically evaluate information
- understand issues surrounding plagiarism copyright, and intellectual property.
- learn to use technologies to construct and disseminate their own knowledge and opinions
- use common academic and workplace software applications.
- learn to target an audience.
- be able to express themselves clearly in written and spoken English.
- build the capacity to access, analyze, evaluate, and communicate messages in a wide variety of forms.

**Note 3 :** These three courses are taken from “Understanding Knowledge and Discovering Justice” (the Purple model). Please see the Purple model for course descriptions.

*Ways of knowing*

*Gathering data, building evidence, and evaluating information*

*Values, ethics and justice.*

**Note 4:** *Service learning.*

Not just a practicum, this course would have a classroom element, where students would explore the philosophies and rationale behind service learning. Ideas of service, community, civic engagement, and social justice would be explored (following the model at Antioch McGregor).

**Note 5:** *Global perspectives of justice.*

A justice element would be intrinsic to each course. Courses could focus on specific aspect, or time or place; or take a survey approach. *Objectives:* Students will:

- through exploration of the humanities & arts, appreciate the variety and achievements of civilizations of the ancient and modern worlds, thus achieving a greater understanding of their own time.
- practice essay writing, explore creativity, and to use appropriate learning technologies such as ePortfolios.
- become familiar with the formative ideas and works of key contributors to the arts, humanities, mathematics, natural sciences, and/or social sciences across time and place;
- become familiar with world history and the historical contexts of diverse arts, cultures, languages, literatures, religions, and/or economic systems;
- become familiar with global interdependence; the impact on other parts of the world of seemingly disparate social, political, economic, cultural and environmental phenomenon.
- learn about justice.
- through exploration of the humanities & arts, students will address the question: what does it mean to be human?

**Note 6:** *Statistics for everyone.*

Not all of our majors require advanced statistical knowledge. *Objective:*

- students will learn to understand the strengths and weaknesses of statistics and how they are used and reported, as they are likely to encounter them throughout their lives.

Strong math background would not be necessary. Students requiring stronger academic statistics for their majors, and students not in quantitative majors but having strong math might substitute another statistics course, or be exempt from this requirement.

**Note 7: *U.S. Studies.***

Knowledge *objective*:

- Students will become familiar with the history, cultures, and social, political and economic institutions of the United States.

**Note 8: *What does it mean to be human?***

An exploration from a specific discipline, or from multiple disciplines.

Must address the following components of *Learning Objectives for Undergraduate Education at John Jay College*:

- one or more of the “Essential Knowledge” components
- the ability to articulate the ethical dimensions of personal, academic, social and political issues and choices.

**Program Governance:**

A General Education committee comprised of faculty members, with student and administration representation, will certify courses as fulfilling the general education requirements and will formally assess the program every three years. This could be a subcommittee of the College Academic Standards and Curriculum Committee. The entire Gen Ed program should be reviewed regularly.

**Pedagogy & Assessment:**

We encourage an interdisciplinary approach to Gen Ed courses. Learning should be experiential, exploratory, student centered. Assessment should encompass essays, creative projects, ePortfolios, multimedia projects, rather than multiple choice quizzes.

ATTACHMENT A : RED

**Justice and Reason:** A general education curriculum for John Jay College of Criminal Justice

**Mission Statement**

**Justice and Reason**, a General Education curriculum for John Jay College, aims to cultivate students whose mastery of logical, informational, communicative, and argumentative skills leads to mature reflection about justice, society, and the self. **Justice and Reason** has two main objectives: first, to ground students in basic and advanced arts of reasoning, verbal and quantitative; second, to reason critically about justice. Equipped thus, students broaden their intellectual range and general knowledge through a minor or substantial number of credits in a category of discipline (Natural Sciences or Social Sciences or Arts/Humanities) different from that of their declared major.

**Rationale**

**Justice and Reason** comprises a 39-credit core curriculum in two categories of study: Arts of Reasoning (24 credits) and Critical Perspectives on Justice (15 credits). These courses integrate different disciplines, and are scaffolded through the student's curriculum of study from freshman to junior year (100- to 300-level). In Arts of Reasoning the emphasis is on process rather than content, on the acquisition and exercise of skills in writing and communication, in quantitative reasoning, and in information literacy. Critical Perspectives on Justice extends those skills to thinking comparatively, critically, and imaginatively about justice in a broad context. **Justice and Reason** is designed to meet the *Learning Outcomes for Undergraduate Education* and *Principles for Effective General Education*. The **Justice and Reason** core curriculum is complemented in a second phase of study by a selection of electives (21 credits), and a minor (18 credits), which must be in a category of discipline (Natural Sciences or Social Sciences or Arts/Humanities) different from that of students' declared major (42 credits).

# Justice and Reason Diagram of Study

## 300 Level

Arts of Reasoning III (6 credits)<sup>5</sup>

## 200 Level

Arts of Reasoning II (6 credits)<sup>4</sup>

Critical Perspectives on Justice—Foreign Language (3 credits)<sup>2</sup>

Critical Perspectives on Justice (3 credits)<sup>3</sup>

## 100 Level

Arts of Reasoning I (12 credits)<sup>1</sup>

Critical Perspectives on Justice—Foreign Language (6 credits)<sup>2</sup>

Critical Perspectives on Justice (3 credits)<sup>3</sup>

**Total Credits:**    **J&R core, 39 credits**  
                             **Electives<sup>6</sup>, 21 credits (approx)**  
                             **Minor<sup>7</sup>, 18 credits (approx)**

## General Education Steering Committee, Red Model

1. Arts of Reasoning I. At the 100-level, students take 12 credits (4+4+4) of courses planned and taught by a multidisciplinary team of instructors who ensure disciplinary rigor, integration of skills, and conformity to *Learning Outcomes for Undergraduate Education* and *Principles for Effective General Education*. Although faculty have the freedom to place their own emphasis on curricular elements, they must provide instruction on skill sets provided by all sections. Courses are designed as large lectures with satellite freshman seminars, classes being capped at 20. (So, for example, a faculty member might team-lecture with 3 other faculty for 2 periods to 80 students and meet individually for 3 other periods a week with 20 designated students). The focus in the seminars is on personal instruction, peer bonds (thus aiding student retention), and meta-cognitive learning in which students confirm the relevance of their education by applying reasoning skills to real-life, personal situations.
2. Critical Perspectives on Justice—Foreign Language. The study of foreign language (3-9 credits) counts toward Critical Perspectives on Justice, the rationale being that the grasp of a different linguistic structure in itself offers a critical perspective on the English language and how it generates meaningful utterance and norms of correctness. Emphasis will thus be placed on teaching social and linguistic principles and grammatical concepts alongside communication skills in the new language. 6 credits are taught at 100-level, 3 at 200-level. Classes are capped at 20. Students exempted from the 6 credits of foreign language study (100-level) will replace them with 6 other credits of Critical Perspectives on Justice (100-level).
3. Critical Perspectives on Justice. A total of 6 credits (100- and 200-level) are devoted to the study of some topic or theme (e.g. “the person,” “death,” etc.). The aim of the courses is to extend the logical skills being learned in Arts of Reasoning to thinking comparatively, critically, and imaginatively. The emphasis is on innovative learning experiences (field trips, performance, etc.). One example: PhysEd and Art/Music teach a course around the ideas of balance, proportion, and harmony (all founding definitions of justice). Courses are designed as concurrent sections, with instructors teaching one unit multiple times across the sections. Like the Arts of Reasoning courses (100- and 200-level), these courses are planned and taught by a multidisciplinary team of instructors who ensure disciplinary rigor, integration of skills, and conformity to *Learning Outcomes for Undergraduate Education* and *Principles for Effective General Education*.
4. Arts of Reasoning II. At the 200-level, students take 6 credits (3+3) of courses planned and taught by 2 instructors from different disciplines (e.g. Philosophy & Math) who ensure disciplinary rigor, integration of skills, and conformity to *Learning Outcomes for Undergraduate Education* and *Principles for Effective General Education*. Although faculty have the freedom to place their own emphasis on curricular elements, they must provide instruction on skill sets provided by all sections. Classes are capped at 20.
5. Arts of Reasoning III. The 300-level courses (6 credits) are taught by instructors from within the students’ declared major. They advance reasoning skills and information management from basic to complex analysis, and directly connect the general skills learned in **Justice and Reason** with the specific skills relevant to students’ declared major. Literacy or numeracy skills are emphasized as appropriate to the discipline. The courses offer the opportunity to scrutinize the domain of knowledge and nature of evidence constitutive of the discipline. Although contributing to knowledge required by the declared major, these courses count as General Education credits and fulfill General Education pedagogic requirements. Classes are capped at 20.

### General Education Steering Committee, Red Model

6. 21 credits of electives enable the students to “shop” for their minors (and/or majors) and to pursue topics of interest unrelated to their major or minor. All electives are identified as falling into one of three categories: Natural Sciences, Social Sciences, Arts/Humanities, and must satisfy the *Learning Outcomes for Undergraduate Education* and *Principles for Effective General Education*.

7. In place of distribution requirements, students now take a minor in an approved subject (suitably different from their declared major) (18 credits, as required by discipline), the rationale being that they acquire a better sense of comparative perspective by studying two subjects in some depth rather than one subject in depth plus a smattering of other subjects. In order to ensure maximum academic scope for students, departments currently without majors are encouraged to offer minors. Science majors (who have an expanded major requirement) or students double-majoring in two closely connected disciplines will take a higher number of credits of electives in categories other than that of their major(s).

### Learning Outcomes in the Justice and Reason Core\*

	Essential Knowledge	Reasoning, Analysis, and Critical Thinking	Communication	Research & Information Literacy	Creativity	Ethical Practice	Civic Engagement	Intellectual Maturity
Arts of Reasoning (100- & 200-level)	✓	✓	✓	✓				✓
Arts of Reasoning (300-level)		✓	✓	✓				
Critical Perspectives in Justice (Foreign Language)	✓	✓	✓		✓			
Critical Perspectives in Justice	✓	✓			✓	✓	✓	✓

\*Individual courses must satisfy three or more Learning Outcomes requirements.



**Learning Outcomes for Undergraduate Education  
at John Jay College of Criminal Justice**  
as adopted by the College Council, May 18, 2009

**ATTACHMENT B**

**Essential Knowledge**

Students will become familiar with

- formative ideas and works of key contributors to the arts, humanities, mathematics, natural sciences, and social sciences across time and place;
- science, scientific methodologies and scientific approaches to knowledge and problem-solving;
- the mathematical skills and methods required in daily, academic, and professional life;
- the history, cultures, and social, political, and economic institutions of the United States;
- world history and the historical contexts of diverse arts, cultures, languages, literatures, religions, and economic and political systems;
- at least one language other than English;
- global interdependence: the impact on other parts of the world of seemingly disparate social, political, economic, cultural, and environmental phenomena;
- issues and institutions of justice around the world;
- artistic work as a form of inquiry, problem solving, and pleasure;
- the complex inter-relationships among technologies, information, and culture;
- habits and choices that create and maintain wellness and optimal physical and mental health.

**Intellectual and Practical Skills**

**Reasoning, Analysis, and Critical Thinking:** Students will

- formulate meaningful and purposeful questions;
- distinguish between evaluative and factual statements;
- gather and analyze different kinds of data (textual, aural, visual, numeric, etc.), using both quantitative and qualitative methods;
- sort, prioritize, and structure evidence;
- solve problems through evidence-based inquiry (i.e., recognizing, using, and evaluating evidence in relation to a hypothesis, theory, or principle);
- apply informal and formal logic in problem-solving, analysis, and developing arguments.

**Communication:** Students will

- listen effectively;
- express themselves clearly in forms of written and spoken English that are appropriate to academic and professional settings and endeavors;
- target an audience;
- work collaboratively with others;
- maintain self-awareness and critical distance in their work;
- use technologies to construct and disseminate their own knowledge and opinions;
- use common academic and workplace software applications.

**Research and Information Literacy:** Students will

- understand how information is generated and organized;
- conduct effective Internet and database searches and find and navigate appropriate resources in print and electronic formats;
- comprehend and discuss complex material, including texts, visual images, media, and numerical data;
- critically evaluate information (textual, aural, visual, numeric, etc.) for usefulness, currency, authenticity, objectivity and bias;
- understand issues surrounding plagiarism, copyright, and intellectual property and cite sources appropriately;
- use information effectively and responsibly.

**Creativity:** Students will

- understand the role of the creativity in all fields of inquiry, problem solving, and expression;
- develop their own creativity.

**Personal Development and Social Responsibility:**

**Ethical practice:** Students will

- articulate the ethical dimensions of personal, academic, social, economic, and political issues and choices and their implications for justice;
- use cross-cultural knowledge to explore multiple perspectives and ways of understanding;
- communicate and collaborate with people of diverse age, class, ethnicity, gender, nationality, race, religion, and sexuality.

**Civic engagement:** Students will

- develop the habits of introspection, personal and civic responsibility, and communication necessary for effective interaction with others;
- be informed and responsible citizens of the world.

**Intellectual maturity:** Students will

- persist in the face of obstacles;
- accept and navigate ambiguity and disagreement;
- cultivate self-understanding by situating one's own experiences and perceptions in historical, cultural, and psychological contexts;
- cultivate curiosity and embrace learning as a life-long process that enriches and gives meaning to daily experience.

**Principles for Effective General Education  
at John Jay College of Criminal Justice**  
as adopted by the College Council, May 18, 2009

**ATTACHMENT C**

**An Effective General Education Program at John Jay College will:**

- **Have a clear purpose that can be succinctly stated and explained** and has a distinct identity at and beyond our campus. The purpose can relate directly or indirectly to the mission of the college.
- **Foster, assess, and certify an agreed-upon set of learning outcomes**, including areas of knowledge, intellectual and practical skills, and personal development.
- **Scaffold undergraduate education at all stages and include cornerstone, milestone, and capstone experiences.** Learning objectives should be embedded across the curriculum at developmentally appropriate stages throughout the student's career. The General Education program should include upper-level courses that provide opportunities to integrate and apply the skills and knowledge acquired in lower-level courses and to demonstrate progress toward meeting the learning objectives. There should also be a reciprocal relationship between General Education and the majors, so that the learning objectives are reinforced consistently across all facets of the student's academic program. Co-curricular activities might also be incorporated into the overall structure of the General Education program.
- **Enjoy high institutional priority.** The college could demonstrate this by: 1) establishing a faculty committee to oversee General Education; 2) creating the position of a faculty coordinator or dean for General Education; 3) funding faculty development programs and providing incentives for faculty to create, teach, and assess the General Education program and courses; 4) recognizing the scholarship of teaching and learning as equal to traditional disciplinary scholarship (thus the Office for the Advancement of Research would value and reward both, as would the faculty personnel process); and 5) recognizing faculty participation in pre-major advising.
- **Focus on pedagogy.** An integrated General Education program considers not only what is to be taught but how. A variety of learning-centered teaching strategies should be marshaled to meet the Learning Objectives. The college should provide significant support for teaching faculty through formal training and informal curricular and pedagogical exchange. The new Center for the Advancement of Teaching provides a faculty-centered venue for these development activities.
- **Be deliberately and explicitly student-centered.** The General Education program should be tailored to the particular needs and interests of the John Jay student body and responsive to changes over time in those needs and interests. This student-centered approach might be achieved by some or all of the following: 1) availability of pre-major academic advisement for students; 2) acknowledgement and accommodation of different perspectives, learning styles, and "ways of knowing"; 3) development of interactive pedagogies; and 4) engagement with Student Development staff to develop a holistic approach to supporting student achievement.
- **Provide one or more common experiences for ALL students.** General Education puts its "signature" on all graduates. All students would share one or more common academic experience(s): these might be one or more core courses, a research project, a service-learning experience, or something else yet to be imagined.

- **Build community among all college constituencies** by: 1) building on a shared commitment to the Learning Outcomes; 2) encouraging cross-disciplinary and interdisciplinary communication and collaboration among faculty; 3) developing a sense of “John Jay College citizenship” in students; and 4) creating and strengthening connections among students, faculty, administrators, staff, and alumni through research projects, discussions, mentoring and advisement, internships, and other activities./
- **Be flexible and accountable.** Assessment, review, and revision should: 1) be built into the General Education program; 2) occur regularly and systematically; and 3) involve alumni, potential employers, and graduate programs, as well as current students and faculty.

## **Membership of the General Education Steering Committee**

The General Education Steering Committee is chaired by Professor Amy Green and comprises faculty from sixteen academic departments, including the Library, as well as the Dean of Undergraduate Studies, the Academic Director of Undergraduate Studies, the Vice President for Enrollment Management, the Director of Assessment, the Interim Director of the Center for the Advancement of Teaching, and graduate and undergraduate students, and alumni:

Erin Ackerman, Assistant Professor of Political Science  
Valerie Allen, Professor of English  
Andrea Balis, Lecturer in History  
John Bryk, Assistant Professor of Mathematics  
Anthony Carpi, Professor of Science  
Angela Crossman, Associate Professor of Psychology  
Meghan Duffy, Interim Director, Center for the Advancement of Teaching  
Hernando Estevez, Assistant Professor of Philosophy  
Amy S. Green, Associate Professor of Communication and Theater Arts, Committee Chair  
Michelle Hershkowitz, Forensic Psychology BA student  
Katherine Killoran, Academic Director of Undergraduate Studies  
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