Proposal

for a

Bachelor of Science
in
Economics

Department of Public Management
John Jay College of Criminal Justice
City University of New York

Anticipated Implementation Date: September 2008
Date of College Governance Approval: Pending

Version 7

Contact person:

Jane Bowers, Ph.D.
Dean of Undergraduate Studies

Telephone: (212) 237-1347
Email: jbowers@jjay.cuny.edu
### Official Cover Page

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<tr>
<td></td>
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<td>C.</td>
<td>Contact person, if different</td>
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<tr>
<td></td>
<td>Name and title: Dean Jane Bowers</td>
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<tr>
<td></td>
<td>Telephone: (212) 484-1347</td>
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<td>Fax:</td>
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<td>E-mail: <a href="mailto:jbowers@jjay.cuny.edu">jbowers@jjay.cuny.edu</a></td>
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H. If the program will be offered jointly with another institution, name and address of the
in institution/branch below:
N/A

IF THE OTHER INSTITUTION IS DEGREE-GRANTING, ATTACH A CONTRACT OR LETTER OF AGREEMENT
SIGNED BY THAT INSTITUTION'S CEO. IF IT IS NON-DEGREE-GRANTING, REFER TO MEMORANDUM TO
CHIEF EXECUTIVE OFFICERS NO. 94-04. CONTACT THIS OFFICE IF YOU WOULD LIKE TO RECEIVE A COPY.

I. If the program will lead to teacher certification as other than a classroom teacher, list the intended: N/A

Certification title(s):

Certification type(s):

J. If specialized accreditation will be sought indicate: N/A

Accrediting group:

Expected date of accreditation:

K. Anticipated enrollment:

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L. If this program will be offered in a special format, please specify: N/A
(See Appendix I for definitions.)

M. If this program will be offered in an atypical schedule that may affect program financial aid eligibility,
please describe: N/A
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Abstract

The Department of Public Management at The John Jay College of Criminal Justice proposes a new program leading to the Bachelor of Science in Economics. The proposed program will provide students a sound education in the institutions and methods of economics and financial analysis. The proposed major will educate students in the whole economy including the legal and illegal aspects of economic life with specializations germane to the College’s mission. The proposed program will be unique among City University and other economics programs but will maintain compatibility with other economics programs. The proposal details the growing enrollment and interest in economics at John Jay College and the likely draw of new students to the college.

The program is structured as a set of required core courses followed by three specializations and a capstone seminar. The core educates students in the key fields of microeconomics, macroeconomics, accounting and statistics. The Economic Analysis specialization focuses on methods and perspectives of economics, especially as they inform the study of crime and social problems. The Investigation of Economic Crime specialization examines concepts and methods of investigation and analysis designed to detect ongoing crimes and to identify the organizations or persons involved. Thus, this specialization has a more professional perspective and purpose. The Forensic Financial Analysis specialization introduces students to forensic accounting and financial analysis, as well as related courses in law, investigation and the economic analysis of crime.

The proposed major and the college’s unique mission will attract exciting economic and accounting researchers to John Jay College and thereby enhance the college’s reputation as a research institution. The proposal contains details of future faculty needs and other anticipated costs.
1. Purpose and Goals

The Department of Public Management at The John Jay College of Criminal Justice proposes a new program leading to the Bachelor of Science in Economics. The Department of Public Management houses the College’s Economics Division. The proposed program will provide students a sound education in the institutions and methods of economics and financial analysis with a specialization germane to the College’s mission. The proposed program will be unique among City University economics programs.

The proposed program will provide an opportunity for students to study one of the most important academic disciplines in an institution dedicated to the study of criminal justice. In building a major course of study in economics the college will attract economists conducting research in areas that balance the research interests of the college’s current faculty. The direct contributions of an economics program and the spillover effects should enhance the entire college’s academic standing and contribute to the college’s goal of establishing a well-rounded senior college within the City University system. Economics is vital part of most higher education institutions because the discipline lies at the nexus between the social sciences, business and highly skilled professions such as accounting and law. Not only are students with a Bachelor’s degree in economics among the most highly paid graduates, but they are also among the most sought after students in law school admissions. A 1995 survey, in the ACJS Today, ranked economics as one of the top three most desirable majors for Law School Admissions. It suggested that a "criminal justice student planning on applying to law school have a dual major or at least a minor in …economics."

Much of the proposed program already exists within the Bachelor of Science in Criminal Justice Administration and Planning (CJAP), which is an existing program at John Jay College. The existing program includes six concentrations, four relating to traditional domains of criminal justice - police, courts, correction and juvenile justice - and two relating to economic analysis and investigation of crime. The proposed program consists of the two economic specializations and a new specialization that introduces students to financial analysis and forensic accounting.

The College has consistently stated, in documents approved through our governance structure and subsequently approved by the Board of Trustees, that the ultimate goal of a series of curricular revisions was to establish a separate major relating to Economics and Crime. Several of these statements were summarized in the rationale for the most recent program revision, which was approved by College and CUNY governance.

The College Curriculum Committee, on February 7, 1997, resolved: “The Department of Public Management, in consultation with other interested departments, should develop and submit a proposal for a revision of the CJAP major with emphasis on economics and crime.”

The Minor Program Revision approved by the University during AY 2004-2005, included the following statement: “Once a critical mass of students is achieved,
the Department envisions that Categories E and F of this major would be split off into a separate major, with the working title of Forensic Economics. The core would be similar to the current core, except that the Economics options would be required.”

In a March 2005 letter to Board of Trustees Chairman Benno Schmidt, John Jay College President Jeremy Travis explained the College’s plan, “The proposal envisions that, when a critical mass of students are associated with the specialization, we will consider splitting off this section of the program into a new major: Forensic Economics. The major will include Forensic Accounting, as well as courses that apply the perspectives and methods of economics to the study of crime and social problems.”

The educational goals of the Economics program include the following:

- Provide program graduates a competitive edge when applying for law enforcement and policy analysis positions.
- Enable graduates to immediately communicate and work with senior colleagues who specialize in forensic accounting and investigations.
- Prepare graduates for graduate school in accounting, law, economics and other social science disciplines.
- Enable graduates to critically evaluate their work environment and the economy.
- Equip students with advanced research and quantitative skills as a natural component of the economics discipline.
- Expose students to numerous and varied perspectives on economics, crime and society.

2. Need

The Economics program at John Jay College will fulfill the needs of the College, the City University, the City of New York, and the entire country.

In 1996 Professor John DiIulio, Jr. wrote the lead article in the Journal of Economic Perspectives titled “Help wanted: Economists, crime and public policy” where he argued that our understanding of crime would benefit from an infusion of economic thinking. Now, just over ten years later his call has been answered by a growing body of academic work concerning the economics of crime. It is important to note that Professor DiIulio sought not only the increased attention of economists but also the increased attention to economic methods by both scholars and practitioners of criminal justice. University of Chicago scholar Steven Levitt’s recent best seller, Freakonomics, has catapulted discussions of economics and crime into everyday discussion. Many institutions of higher education are developing specializations and entire programs around issues of economics and crime; including Utica College which houses the Economic Crime Institute and currently offers three Masters and two Bachelors’ degrees through online education. In addition to these trends in academia, the corporate scandals of the turn of the century call for an increased vigilance of corporate and financial institutions.
Many of the most important legal cases in recent years have utilized the talents of economic and forensic financial analysts. For example, the investigations into the fraudulent crimes of the executives at Enron, WorldCom and other companies rely on the expertise of forensic accountants. The procedure for allocating the funds from the September 11, 2001 Victims Compensation Fund relied largely on methodologies developed in economics. As the complexity of our economy grows so does the sophistication of the regulatory system of laws, and thus the criminal justice community must continue to adapt by embracing economic methodologies and utilizing forensic accounting expertise. Economics is considered one of the more valuable fields of study to be pursued in preparation for law school.

The Enron case, and similar instances of private and public corruption, has inspired new legislation such as the Sarbanes-Oxley Act of 2002, which established a new regulatory environment for corporations and new expectations of accountants and auditors. In New York State, the Public Authorities Reform Act of 2005, while expanding oversight of state and local public authorities, also extends accounting and auditing obligations comparable to Sarbanes-Oxley to state and local authorities in New York. These types of legal reforms expand the demand for personnel with exposure to forensic financial analysis, and create an environment where research and inquiry will be valued.

The tools of economic analysis are important to the analysis of crime and the criminal justice system for a variety of reasons. One is that understanding how socio-economic conditions affect crime is important for effective policymaking. Imprisonment is very expensive for society, and if socio-economic policies can reduce crime, society would be saved the costs of both the crimes and imprisonment. A second is that economic tools such as cost-benefit analysis can assist policy makers in many fields to shape cost-effective policies. A third is that crime and security issues increasingly call for analysts to understand how economies around the globe function and to be able to track distant economies.

The proposed program enables John Jay College to take a leadership position in the rapidly growing fields of economics and crime and investigation and analysis of commercial and economic criminal activities. The proposed program will enhance John Jay College’s ability to recruit the brightest minds for new faculty positions. In the United States only Utica College in Utica New York offers a bachelor’s degree in economics and crime. The introduction to forensic accounting provided in the program exposes students to a field that was identified as one of eight "careers to count on" in *U.S. News and World Report* (February 18, 2002 p 46-48, 50). As the financial capital of the world, New York City should host this program. Many financial crimes cases are based in the City. The state’s attorney general often sets the lead on important economic and social cases where the study of both forensic economics and forensic accounting are indispensable to the prosecution.

The proposed program will fulfill the long process of incorporating economics and related aspects of accounting into the specialized criminal justice fields of study at John Jay College. The AY 2004-2005 Criminal Justice Administration and Planning program revision that was approved by John Jay College and CUNY governance included the following statement: “Economics is emerging as an important discipline in Criminal Justice. To have a strong program in Criminal Justice, John Jay College must take steps to develop a strong program in
economics. Economics is a popular major at many colleges and universities. It is likely that if John Jay College offered a major strongly related to economics that it would attract additional senior college students.”

The City University of New York offers economics degrees at all senior campuses except John Jay College. The proposed program enables John Jay College’s students to remain at the College and pursue an education in economics. Furthermore, the proposed program does not directly conflict with any other economics or accounting degree program in CUNY because of the proposed program is strongly tied to John Jay College’s mission.

3. Students

3.a Enrollment Projection

There are three primary sources of students for this program: Students already in or who would be attracted to the concentrations related to economics in the existing Criminal Justice Administration and Planning major; new CUNY students interested in Economics who might be attracted to an Economics major at John Jay College once it is formally identified in the CUNY inventory of Areas of Study; and transfer students from the six community colleges offering the Associate of Applied Science degree in Accounting.

*Students already in the concentrations related to economics in the existing Criminal Justice Administration and Planning major:* As of Fall 2006, there were 90 students enrolled in this major. The projection assumes an initial cohort of 30 students in the two specializations that are currently in the CJAP major. Most of these students would be the same students who would otherwise have selected the CJAP major. It should be noted, however, that the International Criminal Justice major, as of Fall 2006, has 319 students enrolled. This major has a significant number of economics courses, and it is possible that a small proportion of the students in that major have selected it because of the economics content, and that a slight shift in selection might also occur.

Another indicator of potential interest is based on the steadily growing interest in Economics courses at John Jay College and throughout academia. The Economics Division currently offers most of the core courses in the proposed program as a service for other programs in the college. These economics courses are options within concentrations of other majors at John Jay College. Over the past five years enrollment in these courses has risen steadily. For example, in the AY 1999-2000 ECO 170: Introduction to the Economics of Crime and Social Issues enrolled less than 50 students in four sections. In the AY 2004-2005 this course enrolled over 150 students in five sections.

*New CUNY students interested in Economics who might be attracted to an Economics major at John Jay once it is formally identified in the CUNY inventory of Areas of Study:* The CUNY inventory of academic programs within the general admissions section of the CUNY website identifies Business programs in Economics and Social and Behavioral Sciences programs in Economics. John Jay College is not listed in that inventory as offering any programs in
Economics. Since a significant number of CUNY students are interested in Economics, it is likely that once this new program is added to the CUNY inventory, a new cohort of students will select John Jay College and this program.

Transfer students from the six community colleges offering the Associate of Applied Science degree in Accounting: There are six such programs within CUNY, producing 426 graduates in AY 2003-2004. In the preliminary design of the Forensic Financial Analysis component of this program John Jay faculty consulted with BMCC Accounting Department faculty to develop a curricular design that builds on the accounting courses completed at BMCC. BMCC alone graduated 138 students in AY 2003-2004 in their Associate of Applied Science program in Accounting.

The following enrollment projection is a conservative interpretation of future enrollments based on the above sources of interested students. Admissions are classified, for projection purposes, by specialization category. Category A and B students would largely come from the existing CJP Program and from admissions of new students interested in Economics. Category C students would include, in significant part, transfer students from the existing AAS Accounting programs in community colleges.

Based on informal inquiries by BMCC faculty concerning potential student interest, more than half of the Category C projections could be accounted for by BMCC students alone.

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<td>120</td>
<td>184</td>
<td>294</td>
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It is important to note that most of the courses associated with the program already exist because they are part of other majors.

3.b Program Benefit to Students.

Specializations A and B, titled “Economic Analysis” and “Investigation of Economic Crimes,” respectively, are based on the concentrations in the CJAP program. The AY 2004-2005 CJAP program revision included the following statements about the students who might be served by the program as currently structured.
Service as a law enforcement officer who might be more frequently involved in cases of commercial fraud, money laundering, or corporate corruption; and cases where a law enforcement officer works with an accountant.

Service in agencies that regulate or oversee commercial activities and organizations.

Promotion within public agencies where responsibilities may include project management of small grants and contracts, where an understanding of basic principles of managerial accounting would be appropriate.

Service in inspection and oversight agencies concerned with the regulation and oversight of commercial and financial activities.

Specialization A – Economic Analysis – explores methods of economic analysis with examples involving problems of crime and social problems. As refined for this major, the specialization is broadly theoretical and conceptual.

Specialization B – Investigation of Economic Crimes – examines concepts and methods of investigation and analysis designed to detect ongoing crimes and to identify the organizations or persons involved. Thus, the specialization has a more professional perspective and purpose.

Specialization C - Forensic Financial Analysis - is designed to include John Jay baccalaureate degree students as well as students graduating from CUNY community colleges offering associate degrees in accounting: Borough of Manhattan, Bronx, Hostos, Kingsborough, LaGuardia, and Queensborough. The specialization introduces students to forensic accounting and financial analysis, as well as related courses in law, investigation and the economic analysis of crime.

The department is working on a draft prototypical articulation agreement between John Jay College and a CUNY community college offering the A.A.S. degree in Accounting. The agreement would cover students interested in Specialization C.

Students completing Specialization C will have a significant opportunity to take elective courses during their Junior and Senior years. The department envisions identifying and/or developing a set of minors that might address different interests of these students. Potential topics might include law, cybercrime, and criminology. Students may also be encouraged to complete an internship.

The College also envisions exploring other forms of external credentialing, such as the ACFA “Certified Fraud Examiner” credential, as well as potential certifications being developed by the Association of Inspectors General.

The economics division has provided students special assistance to support and enhance learning in economics courses and in developing career skills and access. The additional necessary
resources for an Economics Major, as outlined in this proposal, will reinforce the Division’s traditional assistance. The Division has long employed tutors, with the financial assistance of Freshman Services, to help students with coursework. Some professors have successfully experimented with and use peer tutoring. The Division has located tutorial websites to help students with numerical and graphing skills. The Economics Division faculty voluntarily maintains a website (http://web.jjay.cuny.edu/econ) that provides students information regarding the faculty, economics programs at John Jay College, career advice and select topics of current relevance. Division members were among the earliest users of Blackboard websites to provide distance learning courses and help students with their traditional courses.

The division’s approach to career assistance includes support for extracurricular activities which enhance students’ professional skills. When students have created economics clubs we have supported them with advisement and the creation of events. The web page has a section which allows students to explore careers for which an economic training is suitable. The division has undertaken a survey of the skills which are most valued by local employers who would hire economics students and we are integrating those skills into our course offerings. This includes writing, numeracy, statistics interpretation, awareness of costs concepts, accounting literacy, spreadsheet facility, and general analytic skills. The division is continually developing a list of local employers who would be interested in hiring our students as interns or upon graduation.

4. Curriculum

The proposed curriculum is designed to replace the two economics-related concentrations in the existing Criminal Justice Administration and Planning major with a more economics intensive core. The CJAP major would no longer offer these concentrations. (The CJAP major is undergoing a self-study this year, and it is anticipated that a minor curricular revision proposal will come forward based on that report. The proposal will include deletion of the existing economics-related concentrations.)

The curriculum also proposes a new Specialization C: Forensic Financial Analysis. While this specialization can be completed by any student in the major, it would also be a valuable course of study for students who have completed the Associate of Applied Science degree in Accounting, which is offered in six of the CUNY Community Colleges. Appendix B provides an curricular map that illustrates how a transfer student from BMCC would complete the program. The College envisions completing articulation agreements with all six community colleges.

Students interested in applying for graduate economics programs will be advised to take additional mathematics and statistics courses both as partial fulfillment the requirements for Concentration A, Economic Analysis, and as free electives.

4.a Curriculum Summary

ECONOMICS
(Bachelor of Science)
Economics is the study of how people and societies make choices to accomplish individual and social purposes. In this major, students learn about individual, national and global economic behavior, and then apply theoretical insights and methods of analysis to contemporary challenges involving crime, social justice, and the investigation of fraud and corruption.

**Credits required. 36**

**Prerequisites: Government 101 and Economics 101. These courses are prerequisites to required courses which also partially fulfill the College’s general education requirements in the social sciences. Transfer students who have completed 18 credits or more in economics and/or accounting are waived from the Economics 101 prerequisite.**

Students considering graduate programs in economics should consider additional mathematics and statistics courses as free electives, part of a minor, or as electives within Concentration A. Concentration A includes MAT 241 Calculus I and MAT 242 Calculus II as course options. MAT 241 requires MAT 141 which can fulfill General Education requirements. Students are strongly advised to discuss graduate school options early in their progression through the major.

*Advisor. Professor Joan Hoffman (212 237-8067)*

**Baccalaureate/Master’s Program in Economics.** Qualified undergraduate students may enter the Baccalaureate/Master’s Program and thereby graduate with both a Bachelor’s in Economics and either a Master’s in Criminal Justice or the Master of Public Administration degree. For additional information, contact Professor Professor Chitra Raghavan, Director BA/MA Degree Program, Room 2122N.

### Credits

**PART ONE. ECONOMIC FOUNDATIONS**

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<td>Economics 225. Microeconomics</td>
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<td>Economics 220. Macroeconomics</td>
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<tr>
<td>Accounting 250. Introduction to Accounting</td>
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<td>Accounting 307. Introduction to Forensic Accounting</td>
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Subtotal: 12

**PART TWO. INTERDISCIPLINARY PERSPECTIVES**

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<tr>
<td>Criminal Justice 101. Introduction to Criminal Justice</td>
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<tr>
<td>Law 202. Law and Evidence</td>
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<tr>
<td>Statistics 250. Principles and Methods of Statistics</td>
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Subtotal: 9

**PART THREE. CAPSTONE**

Select one.

Subtotal: 3
Economics 4XX.          Seminar in Economics and Crime  
(recommended for Specializations A or B)  
Accounting 4YY.        Seminar in Forensic Financial Analysis  
(recommended for Specializations B or C)  

PART FOUR. SPECIALIZATIONS       Subtotal: 12  
Select one specialization. Four courses must be completed in the one selected.  

Specialization A.   Economic Analysis  
Required  
Economics/Police Science 315.  An Economic Analysis of Crime  

Electives (select three)  
Mathematics 241.        Calculus I (prerequisite MAT 141)  
Mathematics 242.        Calculus II (prerequisite MAT 241)  
Economics 245.          International Economics  
Economics 265.          Introduction to Public Sector Economics  
Economics 260.          Environmental Economics Regulation and Policy  
Economics 270.          Urban Economics  
Economics 280.          Labor Economics  
African American Economics 290.  Political Economy of Racism  
Economics/Sociology 360.  Corporate and White Collar Crime  
Fire Science 104.       Risk Management  

Specialization B.   Investigation of Economic Crimes  
Required  
Accounting 251.        Introduction to Management Accounting  
Economics/Police Science 315  An Economic Analysis of Crime  

Electives (select two)  
Economics 215.          Economics of Regulation and the Law  
Police Science 207.     The Investigative Function  
Economics 260.          Environmental Economics Regulation and Policy  
Accounting 3xx.         Forensic Accounting and Auditing I  
                        (Prerequisite Accounting 307)  
Economics/Sociology 360. Corporate and White-Collar Crime  
                        (Prerequisite Soc 203)  

Specialization C.   Forensic Financial Analysis  
Required  

Accounting 3xx. Forensic Accounting and Auditing I
   (Prerequisite Accounting 307)
Accounting 3yy. Forensic Accounting and Auditing II
   (Prerequisite Accounting 3xx)

Electives (select two)
Law 203. Constitutional Law
Economics 215. Economics of Regulation and the Law
Economics 235. Economics of Finance
Economics 330. Quantitative Methods for Decision Makers
Economics/Sociology 360. Corporate and White-Collar Crime

GRAND TOTAL

Total: 36

4.b New Courses

Because most of the curriculum already exists in the Criminal Justice Administration and Planning Major, only four new courses are required.

Accounting 3xx. Forensic Accounting and Auditing I: The first of a two-course sequence in forensic auditing. Topics include methods and skills associated with auditing, including report writing, sampling and analytical tests and risk assessment. Prerequisites: English 201 and Accounting 307. 3 hours, 3 credits

Accounting 3yy. Forensic Accounting and Auditing II: A second course in forensic auditing with emphasis on the audit of financial statements. Topics include methods and skills associated with auditing, including report writing, sampling and analytical tests and risk assessment. Attention is then given to methods of examination relating to prevention and detection of fraud. Prerequisites: English 201 and Accounting 307. 3 hours, 3 credits

Economics 4xx. Seminar in Economics and Crime: This seminar explores the contributions of economics to the understanding of crime and criminal justice. The perspectives and quantitative analytical techniques of economics are used to analyze important issues concerning crime and criminal justice. Topics include: rational-choice criminology, Marxian criminology, white-collar crime, gender and race issues concerning crime, recidivism, environmental crime, the prison industry and economic justice. Prerequisites: English 201, senior standing and at least one 300-level course in Economics. 3 hours, 3 credits

Economics 4yy. Seminar in Forensic Financial Analysis: Seminar in selected issues and problems in Forensic Financial Analysis, with emphasis on the implications of research studies. Prerequisites: English 201, Accounting 3xx (Forensic Auditing) and senior standing. 3 hours, 3 credits

4.c Course Revisions
Several courses will require minor modifications, including Economics 220 and 225, which cover microeconomics and macroeconomics. These courses will be refocused to cover their traditional content areas, but within the context of crime and related problems.

**Economics 220 and Economics 225. Macroeconomics and Microeconomics:** These courses will be revised to incorporate the relationship between macroeconomics and microeconomics and crime. ECO 220 and 225 have not been taught at John Jay College for over ten years. Economics programs typically contain a minimum of one semester of microeconomics and one semester of macroeconomics. The revised ECO 220 and 225 will serve this role in the proposed major and should be articulated with comparable Macroeconomics and Microeconomics courses at other colleges.

Certain accounting courses (currently Economics 250, 251 and 307) will be re-designated as Accounting 250, 251 and 307 to more accurately reflect their content.

### 5. Faculty

The core components of the program are already operational and viable as part of the Criminal Justice Administration and Planning Major, supported by current members of the faculty. The Economics Division includes the following faculty members:

- Associate Professor Joan Hoffman, Ph.D.
- Assistant Professor Jay Hamilton, Ph.D.
- Professor Marilyn Rubin, Ph.D.
- Associate Professor Omar Azfar, Ph.D.
- Assistant Professor Chris Warburton, Ph.D.

An additional professorship was assigned to the Economics Division for a professor in Accounting with emphasis on Forensic Accounting. The search is complete and Professor Randall LaSalle of West Chester University has accepted the position and will begin service in Fall 2007. Professor LaSalle formerly directed the MBA Program at West Chester University. He has extensive teaching experience in accounting and forensic accounting, as well as a significant publication record focusing on issues in forensic accounting.

Associate Professor Omar Azfar has been accepted to participate in the CUNY Ph.D. program in Economics.

Associate Professor Joan Hoffman has been accepted to participate in the CUNY Ph.D. program in Criminal Justice.

In addition, the faculty of the Accounting Department of Borough of Manhattan Community College has formally resolved to assist the John Jay Economics Division in further development of this major, including an articulation agreement.
6. Cost Assessment

Because the program is currently operational and viable, the additional cost associated with the new major is not substantial. The following table provides a 5-year assessment of the costs and revenues of the program.

<table>
<thead>
<tr>
<th></th>
<th>AY 0809</th>
<th>AY 0910</th>
<th>AY 1011</th>
<th>AY 1112</th>
<th>AY 1213</th>
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<tr>
<td>Admissions</td>
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<tr>
<td>Category A</td>
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<td>Category B</td>
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<td>Category C</td>
<td>20</td>
<td>24</td>
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<tr>
<td>Total New Admissions</td>
<td>40</td>
<td>48</td>
<td>60</td>
<td>80</td>
<td>100</td>
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<td>Head Count</td>
<td>40</td>
<td>78.4</td>
<td>96</td>
<td>124</td>
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<tr>
<td>Section Registrations</td>
<td>120</td>
<td>264</td>
<td>444</td>
<td>564</td>
<td>720</td>
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<tr>
<td>Subtract CJP Displacements</td>
<td>0</td>
<td>-80</td>
<td>-150</td>
<td>-240</td>
<td>-240</td>
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<tr>
<td>Net New Section registrations</td>
<td>120</td>
<td>184</td>
<td>294</td>
<td>324</td>
<td>480</td>
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<tr>
<td>Added Sections: Forensic Auditing</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Added Sections: Capstone Seminars</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Added Sections: Other sections</td>
<td>3</td>
<td>6</td>
<td>11</td>
<td>11</td>
<td>16</td>
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<tr>
<td>Faculty: Forensic Auditing</td>
<td>9,896</td>
<td>10,193</td>
<td>10,499</td>
<td>21,628</td>
<td>22,277</td>
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<tr>
<td>Faculty: Capstone Seminars</td>
<td>10,193</td>
<td>20,998</td>
<td>21,628</td>
<td>22,277</td>
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<td>Faculty: Other sections</td>
<td>30,580</td>
<td>62,519</td>
<td>113,391</td>
<td>116,793</td>
<td>178,217</td>
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<tr>
<td>Faculty: Total Cost</td>
<td>40,477</td>
<td>82,906</td>
<td>144,889</td>
<td>160,049</td>
<td>222,771</td>
</tr>
<tr>
<td>Net New Equipment Costs</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Net New Other Costs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total New Costs</td>
<td>40,477</td>
<td>82,906</td>
<td>144,889</td>
<td>160,049</td>
<td>222,771</td>
</tr>
<tr>
<td>Total New Tuition Revenue</td>
<td>61,200</td>
<td>93,840</td>
<td>149,940</td>
<td>165,240</td>
<td>244,800</td>
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<tr>
<td>Total New Fee Revenue</td>
<td>6,200</td>
<td>12,152</td>
<td>14,880</td>
<td>19,220</td>
<td>24,800</td>
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<tr>
<td>Total New Revenue</td>
<td>67,400</td>
<td>105,992</td>
<td>164,820</td>
<td>184,460</td>
<td>269,600</td>
</tr>
<tr>
<td>Subtract New Costs</td>
<td>-40,477</td>
<td>-82,906</td>
<td>-144,889</td>
<td>-160,049</td>
<td>-222,771</td>
</tr>
<tr>
<td>Net New Revenue Over Marginal Cost</td>
<td>26,923</td>
<td>23,086</td>
<td>19,931</td>
<td>24,411</td>
<td>46,829</td>
</tr>
</tbody>
</table>

Note: $50,000 in new library books is being invested during AY 2006-2007 and AY 2007-2008. Therefore these costs do not show up in the table. These investments are also necessary and appropriate for the enhancement of accounting courses in the MPA Inspector General Program.

This model begins with the admissions analysis presented earlier. The registrants that are displaced from the Criminal Justice Administration and Planning major are deleted from the
marginal cost model as those students would be taking essentially the same courses if the Economics major is not approved.

Three categories of new course sections are identified. The first two categories are the two new courses required for the proposal. The third category is for additional sections of existing courses based on the additional enrollments projected.

The cost of a new faculty member section is assumed to involve a direct salary of $64,323 with a 35% indirect for fringe benefits. The cost per section is based on a blend of 70% of the new-faculty cost per section and 30% of the adjunct cost per section based on the CUNY goal. The adjunct cost is based on 45 hours at $66.55 per hour, along with the same 35% overhead. Costs are escalated at 3% per year.

Tuition and fees are based on current fees, and no escalation is included in the analysis.

The result is that revenues exceed costs. However, since the college will be undertaking an overall change in enrollments based on eliminating associate degree programs, in a macro sense, the net additional revenues will actually be offset in the College budget by lost associate degree tuition and fees. This is what the College’s plan entails – replacing the associate degree cohort of students with baccalaureate and graduate students.

The table shows how, as the numbers of course sections increase, additional regular and adjunct faculty will be appointed based on the College’s resource allocation and line allocation policies. The Department of Public Management will request a new faculty line with expertise in Forensic Accounting.

Library

The College will need to acquire some additional books to support the Economics Major. We estimate the cost would be around $50,000. The John Jay library has not systematically acquired economics books since the college stopped offering an economics major in 1976. Our strategy would be to identify new books needed from a master list constructed from six sources:

1. Books reviewed in the recommendations for further reading articles in the Journal for Economic Perspectives or that get long reviews in the Journal of Economic Literature (10-20 per year)
2. Economics and Accounting Books in a good academic bookstore like Labyrinth (which has around 600 books on economics)
3. Economics and accounting books that are highly cited from the Social Science Citation Index
4. Economics and accounting books that are bestsellers (say in Amazon's top 100 non fiction titles – we’ll be generous with our definition of what is an economics or accounting book, for instance some books on Enron would qualify as accounting books if they describe strategies of fraud and detection even if they’re not full of numbers)
5. Economics and accounting books in “Resources for College Libraries” (the library plans to acquire the new 2006 edition – the previous edition is from 1988 so a bit dated)
The master list would consist of around 1000-1500 books (there would be overlap between the 5 sources) and we would go through the list and eliminate books that we think are unlikely to be used, bringing the number down to around 700 books, and then add around 100 important books that have been missed. Hence we would order 800 books in all, which would cost around $50,000. This list of books is sufficient for the students to have easy access to. The students will of course have access to other books available in the CUNY system through CUNY+. We will emphasize topics taught at the college (development, international and law/crime).

After the initial acquisition the economics faculty will make annual acquisition requests based on new books reviewed in the Journal of Economic Perspectives, The Journal of Economic Literature, the New York Review of Books and the Times Literary Supplement. As with the annual acquisition list we will scrutinize the list and eliminate some and add others not on these lists. We expect to request around 50 books per year which will cost approximately $3000.

The library has an extensive collection of journals in electronic form through JSTOR and other data bases and we do not need to get any more. The most current issues are sometimes missing but are available somewhere in CUNY (Hunter, Baruch, Graduate Center) in print form. A faculty member will be assigned the duty of developing the initial acquisition list after consultation with the rest of the department and for producing the annual acquisition list.

7. Evaluation

The College maintains a process of ongoing review for all academic programs. On a 5-year rotation, programs complete self-studies based on an instrument designed by the College Curriculum Committee, in consultation with the Existing Programs Subcommittee of the Curriculum Committee. A panel of outside reviewers are then invited to review the document and conduct a site-visit which includes meetings with students, faculty, key administrators, as well a visits to classes and examination of records. The panel of reviewers report directly to the College Curriculum Committee concerning their findings and recommendations.

The College has also developed an outcomes assessment plan that includes a process for assessment of student learning at a series of stages in the completion of programs and academic requirements. The outcomes measures that result from this process are integrated into the program self-studies and are also reviewed by the Comprehensive Planning Committee of the College.
Appendix A

Course Descriptions and Syllabi
ECON 220 Macroeconomics  
John Jay College of Criminal Justice  
CUNY  
 
Department of Public Management  
Dr. C. Warburton  
 
**COURSE DESCRIPTION**  
This course is structured to give students an understanding of macroeconomics and its natural environment within the national and global framework. As such, it considers the interaction of crime and macroeconomics at the national and international levels. The central macro issues involving national income, unemployment, inflation, fiscal and monetary policies, and international exchange are presented to show significant causes of crime and their effects on the macroeconomy. Students are provided an opportunity to investigate why a crime is committed and encouraged to evaluate the economic consequences of a crime within the macroeconomics structure. By the end of the course students will be able to: (i) understand the overall implications of crime for the macroeconomy; (ii) make an independent analysis of the interaction of crime and macroeconomic variables; and (iii) research and write a paper on a macroeconomic crime topic of their interest.  
 
**PREREQUISITES:**  
Economics 101, and English 101.  
 
**TEXT:**  
 
**SUGGESTED READINGS:**  
   www.mises.org/etexts/underground.pdf
**COURSE REQUIREMENTS:**

- Self-evaluation of quantitative and analytical skills (diagnostic test)
- Timely submission of periodic assignments, regular attendance, and class participation
- Group research project (based on common interests and credible sources of data)
- Individual research paper in hard and electronic copies (based on individual topic of interest in APA style)
- Academic honesty (appropriate citation of reputable information taken from someone else)
- In class Midterm and Final Exams
- Working knowledge of APA style (not required but helpful), and access to a computer

**GRADING:**

- 30% Regular assignments, group project, and class participation (non-disruptive behavior, decorum, contributions to class discussions and helpfulness to others)
- 40% Midterm and Final Exam
- 30% Individual research paper
<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What is Gross Domestic Product and national income?</td>
<td>Mankiw, 1 Sennholz</td>
</tr>
<tr>
<td>- Methods of measuring aggregate output—the Expenditure and Income approaches</td>
<td></td>
</tr>
<tr>
<td>- Illegal transactions, environmental and other problems with estimating aggregate output</td>
<td></td>
</tr>
<tr>
<td>- Sustainability of Output</td>
<td></td>
</tr>
<tr>
<td>2 Adverse effects of crime in the underground economy:</td>
<td>Mankiw, 2 Snow</td>
</tr>
<tr>
<td>(i) Unreliable estimates</td>
<td></td>
</tr>
<tr>
<td>(ii) Unfair competition</td>
<td></td>
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<td>(iii) Inadequate revenue (including social security contributions)</td>
<td></td>
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<td>(iv) Increased unskilled labor and wage depression</td>
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<tr>
<td>(v) Lack of environmental protection</td>
<td></td>
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<tr>
<td>3 Estimating crime in the underground economy</td>
<td>Mankiw, 2 Fireside et. al., 1</td>
</tr>
<tr>
<td>- Methods of, and problems with estimation:</td>
<td></td>
</tr>
<tr>
<td>(i) Direct approaches— surveys and tax auditing</td>
<td></td>
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<tr>
<td>(ii) Indicator approaches— discrepancies in GDP calculations</td>
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<tr>
<td>(iii) The employment approach— changes in population, employment and labor supply (lab-pop ratio v. emp-pop ratio)</td>
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<tr>
<td>(iv) The currency-demand deposit approach</td>
<td></td>
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<tr>
<td>4 Business cycle, stabilization and the crime of fiscal repression</td>
<td>Fireside et. al., 4.4 Mankiw, 9 Moutos, Sennholz</td>
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<tr>
<td>- What is economic stabilization and fiscal policy?</td>
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<tr>
<td>- Tax evasion and motives for tax-evasion</td>
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<tr>
<td>(i) Regressive taxation</td>
<td></td>
</tr>
<tr>
<td>(ii) Excessive taxation and the Tax-Laffer curve</td>
<td></td>
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<tr>
<td>(iii) Income inequality</td>
<td></td>
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<td>(iv) Poverty</td>
<td></td>
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<td>(v) Public sector growth</td>
<td></td>
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<tr>
<td>- Consequences of tax evasion</td>
<td></td>
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<tr>
<td>(i) Loss of revenue or output increases?</td>
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<td>(ii) Allocative effects (the balance of payments)</td>
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<td>(iii) Enforcement costs</td>
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<td>(iv) Sub-optimal delivery of social services</td>
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<tr>
<td>(v) Tariffs on traded goods (excluding exports in US)</td>
<td></td>
</tr>
<tr>
<td>5 The Federal Reserve's structure, functions, and monetary crime</td>
<td>Mankiw, 14, 16 Snow Sennholz</td>
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<tr>
<td>- What is monetary policy?</td>
<td></td>
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<tr>
<td>- Problems with the implementation of financial and monetary policies</td>
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<tr>
<td>- The money supply and counterfeiting</td>
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<tr>
<td>- Counterfeiting and inflation</td>
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<tr>
<td>- Reasons for counterfeiting the US dollar</td>
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<tr>
<td>(i) The US dollar as an international currency</td>
<td></td>
</tr>
<tr>
<td>(ii) Financing the underground economy</td>
<td></td>
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<tr>
<td>(iii) Technological advancements (digital counterfeiting)</td>
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<tr>
<td>(iv) A criminally convenient method of raising money</td>
<td></td>
</tr>
<tr>
<td>- Money creation and violation of usury law</td>
<td></td>
</tr>
<tr>
<td>6 contd</td>
<td>Domestic money supply, financial instability, and corporate crime</td>
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<tr>
<td></td>
<td>• What is domestic money laundering?</td>
</tr>
<tr>
<td></td>
<td>• The 1970 US Bank Secrecy Act</td>
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<tr>
<td></td>
<td>• The Securities and Exchange Commission (SEC), corporate fraud</td>
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<td></td>
<td>(e.g. the Enron debacle) and corporate social responsibility</td>
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<tr>
<td></td>
<td>• Investment, financial markets, and the Sarbanes-Oxley Act (2002)</td>
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<td>Reuter and Truman, 1 and 2</td>
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<td></td>
<td>Dine, 5</td>
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<th>The labor market and crime</th>
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<tr>
<td></td>
<td>• The Labor market and illegal immigration</td>
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<tr>
<td></td>
<td>• The demand for, and supply of labor</td>
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<td></td>
<td>• Unskilled labor, wage depression, and illegal wages</td>
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<td></td>
<td>Mankiw, 6</td>
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<td>O'Toole et.al., 10</td>
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<td>• International trade law</td>
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<tr>
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<td>• Smoot-Hawley Tariff Act</td>
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<td>• World Trade Organization (WTO), and principles of transparency;</td>
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<tr>
<td></td>
<td>and rule harmonization in international trade.</td>
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<td></td>
<td>• Protection of intellectual property and contemporary trade in</td>
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<td></td>
<td>antiretroviral drugs:-</td>
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<td></td>
<td>• Human adversity and the erosion of patent rights</td>
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<td></td>
<td>• Trade in endangered species</td>
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<tr>
<td></td>
<td>Dine, 3, 5</td>
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<td>Schiller 35</td>
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<p>| 9       | The international trade of smuggling contrabands (e.g. steel,    |</p>
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<td>• Dirty money: The case of international money laundering</td>
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<td></td>
<td>• What is dirty money?</td>
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<td>• Factors inducing the creation of dirty money:</td>
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<td>(i) Drug trafficking</td>
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<td>(ii) The dollarization of Latin American economies</td>
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<td></td>
<td>(iii) Terrorism</td>
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<td>(iv) Corruption</td>
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<td></td>
<td>• International exchange and dumping</td>
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<td>• Corruption and foreign investment</td>
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<td>• Comparative cost and child labor in Africa, Latin America,</td>
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<td></td>
<td>and East Asia</td>
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<td>Dine, 4, 5</td>
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<td>Perkins, 15, 29</td>
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<td>Baker, 3 4, 6</td>
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<td></td>
<td>Reuter and Truman, 3, 4, 8</td>
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<td>(i) The Willing to Pay Theory</td>
</tr>
<tr>
<td></td>
<td>(ii) Comparative Advantage and the Environment</td>
</tr>
<tr>
<td></td>
<td>(iii) Theory of Revealed Preference</td>
</tr>
<tr>
<td></td>
<td>(iv) Cost-benefit analysis, discounting, and the environment</td>
</tr>
<tr>
<td></td>
<td>(v) The Environmental Kuznets Curve</td>
</tr>
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<td></td>
<td>(vi) Trade effects of environmental regulation</td>
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<tr>
<td></td>
<td>Hanley, Shogren, and White</td>
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<td></td>
<td>Chaps.3, 4, 6, &amp;8</td>
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</table>
ECO 225 Microeconomics  
John Jay College of Criminal Justice  
CUNY

Department of Public Management  
Professor Omar Azfar

COURSE DESCRIPTION

The course will provide an analysis of microeconomics with examples from criminal justice. Students will learn both basic microeconomics and applications of microeconomic thinking that prepares them for both careers in criminal justice and other economics related fields. Students will learn to think in terms of incentives and crime reduction, and compare the different implications of the economic theory of crime and principal agent theory to providing incentives for reducing crime. Applications will include individual decisions to become a criminal, individual decisions to become a law enforcement officer, firm’s decisions to collude, deterring pollution and firm’s decisions to evade taxes.

PREREQUISITES:
Economics 101, and English 101.

TEXTS


SUGGESTED READINGS

Steven Levitt, and Stephen Dubner, Freakonomics


Harford, Tim The Undercover Economist: Exposing Why the Rich Are Rich, the Poor Are Poor- and Why You Can Never Buy a Decent Used Car!


Omar Azfar, Game Theory, Lecture prepared for the World Bank, available electronically

Omar Azfar, Disrupting systemic corruption: External accountability and corruption, available electronically


COURSE REQUIREMENTS

Self evaluation of quantitative and analytical skills (diagnostic test)
Timely submission of periodic assignments, regular attendance, and class participation
Group research project
Short individual review paper (summarize a research paper in Freakonomics style)
Academic honesty (appropriate citations etc.)
Midterm and Final

GRADING

30% Homeworks and quizzes
30% Group research project and individual paper
40% Midterm and final
14 WEEK COURSE PLAN

1. Utility maximization and choice. The economic theory of human behavior, rational choice and behavioral critiques
   Criminal justice application: Basic economics of crime model (Becker and Ehrlich)
   Basic model of reporting a crime (does crime reporting depend on expected effectiveness of police response?) Empirical results showing the relationship between law enforcement, crime and crime reporting across countries. (Azfar and Gurgur)

2. Demand curves. The notion of effective demand (want backed by purchasing power), why demand curves slope down, complements and substitutes, income and substitution effects
   Criminal justice application: Demand for illegal goods (like illegal drugs)

3. Theory of the firm. Marginal cost and marginal revenue, cost minimization. Long run and short run costs. Why paying taxes and entering the legal economy can actually reduce costs.
   Criminal justice application: The decision to join the formal sector and pay taxes – and hence benefit from law enforcement – as a profit maximizing decision.

4. Monopoly, competition and collusion: Legal and illegal industry structures, A comparison of the three market structures, why collusion in individually rational and socially harmful, an analysis of why firms do it and how the FTC prevents it.
   Criminal justice application: Detecting Collusion and the Federal Trade Commission

5. Oligopoly and Game theory: Normal form and extensive form games, Nash equilibrium, forward and backward induction.
   Criminal justice application: Prisoner’s dilemma, Oligopolistic collusion

6. Markets and Exchange: The intersection of demand and supply, the principle of comparative advantage, why market equilibria are nearly efficient, what can be done to improve them, and what is the role of law enforcement in providing the legal infrastructure for markets.
   Criminal justice application: The importance of law enforcement for exchange, how prohibition leads to black markets and comparing the efficiency of exchange in legal and illegal markets.

7. Public goods: The notion of public goods, non-rival and non-excludable goods, law enforcement as a public good
   Criminal justice application: Law enforcement as a public good, environment as a public good

8. Externalities and regulation: Positive and negative externalities, the choice of regulations, taxes and permit auctions in reducing pollution. Regulation to protect consumers from monopoly and health risks.
   Criminal justice application: Detecting and punishing polluters
9. Capital: Capital as a factor of production, the importance of commercial laws and law enforcement for the market for capital. Criminal justice application: International comparison of the enforcement of loan contracts, and the relation of enforcement and capital formation (World Bank, Djankov et al.)

10. Labor supply: The individuals labor supply decision, the choice between housework and market work, the decision to opt for a life of crime, the decision to opt for a life of crime prevention in the criminal justice sector. Criminal justice application: The human resource economics of drug dealers (Levitt and Venkateesh), Criminal justice application: Human trafficking, child labor Criminal justice application: The labor supply decision of police officers

11. Human Capital: Education, experience, training and earnings. Criminal justice application: The impact of training, education and experience on promotion in the law enforcement agencies

12. Inequality Criminal justice application: The theoretical and empirical relationship between inequality and crime. (Becker and Ehrlich, Azfar and Gurgur)


14. Experimental economics Criminal justice application: Experimental analysis of the impact of transparency on corruption (Azfar and Nelson) Field experiment of the impact of accountability on corruption (Olken)
ECO 4xx.01 Seminar in Economics and Crime  
John Jay College of Criminal Justice  
Instructor: Professor Xxx Xxxxxx  
Course Syllabus

Office:  
E-mail: @jjay.cuny.edu  
Phone: (212) 237-8xxx  
FAX: (212) 237-8919

Office Hours:

Class meeting time:  
Room:  
Final Exam:

Course Description:
This seminar explores the contributions of economics to the understanding of crime and criminal justice. The perspectives and quantitative analytical techniques of economics are used to analyze important issues concerning crime and criminal justice. Topics include: rational-choice criminology, Marxist criminology, white-collar crime, gender and race issues concerning crime, recidivism, environmental crime, the prison industry and economic justice. Prerequisites: English 201, senior standing and at least one 300-level course in Economics. 3 hours, 3 credits.

Course Operation:
Each student will be responsible for one topic of study; lecturing and guiding a discussion centered on a key piece of literature concerning economics and crime. The instructor will cover the first couple of topics and help students prepare for their topics. Students will select a topic/reading from the course schedule below. Students may petition to present a topic/reading not on the list below provided the instructor approves. In addition to lecturing and leading the discussion, students must also prepare a 4-6-page summary of the reading and submit an essay question for the final exam with grading suggestions. Prior to their presentation students must schedule an appointment with the instructor to help prepare their lesson. On the final exam students will have the choice of answering any two essays provided by their classmates and edited by the instructor (note: this excludes students from answering their own questions).

Research Paper:
In addition to their seminar lesson each student is responsible for conducting research of crime or criminal justice issue using economic analysis. Students must choose an issue sufficiently different from their seminar topic. The analysis must apply quantitative analysis of the issue. In addition to the final paper students must also submit the following according to the schedule below: a topic statement explaining the student’s choice of issue and why they have chosen it, a one-on –one consultation with the instructor and a rough draft. The final paper should be approximately 20-pages.

Instructional Objectives
1. Students will employ the quantitative analytical skills obtained in prior economics courses to evaluate and critique seminal works in the field of Economics and Crime.
2. Students will develop oral presentation skills.
3. Students will refine research and writing techniques.

Grading
Topic/Reading Presentation 30%
Final 30%
Research Paper 40%

Topics/Texts
This course does not have a textbook. All readings will come from primary sources, such as scholarly journals, essays and books. Some of these readings are extremely difficult – don’t panic, you don’t need to know every equation. In the event that more than one student expresses interest in a topic a lottery will decide which students “wins” the topic. If enrollment surpasses the number of topics then the instructor will decide which topics to be split between students. If enrollment falls short of the number of topics the professor will prepare those lessons.

Policies
☆ Attendance: If a student misses more than four regularly scheduled class meetings they will automatically receive a grade of WU for the course. Attendance will be taken every class.
☆ Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion.
☆ Plagiarism is the act of presenting another person’s ideas, research or writings as your own.
☆ Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

College Plagiarism Policy
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.
(From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Due Dates</th>
<th>Presenter</th>
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<td>Week 14</td>
<td>Final Exam</td>
<td>Research Paper Due</td>
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*The Course Schedule is subject to change with prior announcement from the instructor.*
Appendix B

Faculty Curricula Vitarum
Omar Azfar
Associate Professor,
Department of Public Management, John Jay College of Criminal Justice and
Department of Economics, Graduate Center,
City University of New York
455 West 59th Street, New York, NY10019
Phone: 202−9078314 (Cell), E-mail: Omarazfar2@yahoo.com

Educational Background

Ph.D. Economics, Columbia University, 1995

Relevant Experience

Associate Professor of Economics, Department of Public Management, John Jay College of
Criminal Justice, City University of New York, Sep 2006-Present
Professor Azfar teaches essentials of economics, economic development and crime, and conducts
research on corruption, local government and other aspects of governance and economic
development.

Associate Professor of Economics, Graduate Center, City University of New York Jan 2007-
Present
Professor Azfar teaches a doctoral course on corruption.

Independent Consultant, Jan 2006-Aug 2006
Wrote papers on corruption, decentralization, community empowerment and other topics for the
World Bank and USAID.

Research Associate, Center for Institutional Reform (IRIS), University of Maryland,
Conducted research, taught courses and provided technical assistance to various international
development organizations.

Lecturer, Georgetown University Fall 2005
Taught an undergraduate course on Corruption and Reform

Lecturer, University of Maryland, College Park, MD, 1999, 2000.
Taught undergraduate Development Economics at the University of Maryland.

Lecturer, World Bank Fall 1999
Taught Microeconomics with Policy Applications to World Bank staff.

Assistant Professor, University of Pittsburgh, PA, 1995 – 1997.
Taught graduate Microeconomics and led the Masters Thesis Seminar at Academia Istropolitana and Economics University in Bratislava, Slovakia.

**Teaching Assistant, Columbia University, NY, 1993 – 1995.**
Teaching assistant for Macroeconomics (masters), Mathematical Methods for Economists (Ph.D.), Microeconomics (undergraduate) and Econometrics (undergraduate) at Columbia University.

**Research Assistant, Columbia University, NY, 1993 – 1995.**
Worked with Jacob Mincer on determinants of wage inequality in the United States and determinants of child mortality and fertility across countries.

**Publications**

**Accepted and Published Books and Papers**

**Books**


**Papers in Journals**


Does corruption effect health and education outcomes in the Philippines? *co-authored with Tugrul Gurgur, forthcoming, Economics of Governance.*


Votes are cheap but talk is free: A simple test of instrumental versus expressive reasons for voting, *co-authored with William Robert Nelson, forthcoming, the Journal of Economic Behavior and Organization.*


Trade intensity, country size and corruption *co-authored with Steve Knack, Economics of Governance, February 2003.*


Gender and corruption, *co-authored with Steve Knack, Young Lee and Anand Swamy, February*


Innovation in labor contracts: On the adoption of profit sharing in Canadian labor contracts, Industrial Relations, March 2000.


**Papers under Review**


Women’s political representation and the quality of governance, co-authored with Steve Knack 2003.


**Book chapters**


**DECENTRALIZATION IN UGANDA, CO-AUTHORED WITH JEFFREY LIVINGSTON AND PATRICK MEAGHER FORTHCOMING IN DECENTRALIZATION AND DEVELOPMENT, PRANAB BARDHAN AND DILIP MOOKHERJEE EDS., MIT PRESS 2006.**


**Reviews, Comments and Research Summaries**


**Work in Progress**

Disrupting systemic corruption: Theory and case studies.

Decriminalizing corruption: Are civil and administrative penalties more effective?

**Competitive Grants and Contracts Received**

Design of health and education surveys, 2006, World Bank, $5,000
Evaluation of World Bank governance indicators, 2006, World Bank, $4,000
Research paper on external accountability and corruption, 2006, World Bank, $5,000
Research paper on democracy and service delivery for the Expert Group on Development Issues, Swedish Foreign Ministry, 2006, $3,000
Research paper on community empowerment and decentralization, 2006, USAID, $25,000
Planning a conference on corruption and education, 2006, USAID, $5000
Randomized evaluation of participation across local governments in Russia, 2005-2006, World Bank, $24,000
Research paper on institutions and poverty reduction, 2004-2005, World Bank, $25,000
Developing Poverty Assessment Tools, 2003-2006, USAID, $1,300,000
Developing Objective Governance Indicators, 2004-2005 World Bank $75,000
Analysis of human and social capital in the post-communist countries, 2003-2004, USAID, $68,000
Research Paper on gender and corruption, 2002, World Bank $5,000
Review article on corruption and service delivery, 2002, USAID $34,000
Decentralization, corruption and governance, World Bank, Dutch Trust Fund, 1999-2000, $500,000
Teaching Microeconomics with Policy Applications, World Bank, 1998-1999 $209,000
President’s fellowship, Columbia 1991-1992, $9,000
Lynne and Harvey Bradley Fellowship 1992-1993, $14,000
Books, Papers and Grants Reviewed


Methodology Reviewed: Global Integrity.


Papers Reviewed for Prizes: The annual conference of the Pakistan Society for Development Economists.

References

Mitch Kaneda, Associate Dean, School of Foreign Service, Georgetown University, Washington, D.C. 20057, email kanedam@georgetown.edu

Stephen Knack, Senior Research Economist, The World Bank. Phone 202–4589712, email sknack@worldbank.org

Peter Murrell, Professor and Chair, Department of Economics, University of Maryland, College Park. Phone 301–4053476, email murrell@econ.umd.edu

Anand Swamy, Associate Professor, Department of Economics, Williams College, 413–5972144, email aswamy@williams.edu

Personal

Birthday: November 19, 1968.

Nationality: Pakistan, U.S. Permanent Resident.
Joan Hoffman  
Curriculum Vita

EDUCATION
B.A. (Mathematics), Duke University, 1965 1962-3 University of Freiburg, Freiburg, Germany  
M.A. (Economics), New School for Social Research, 1968  
Ph.D. (Economics), New School for Social Research, 1974  
Dissertation: Interaction of Economic Development and Racial Discrimination: Case Study of South Carolina

PRIMARY TEACHING AREAS/INSTITUTIONAL AFFILIATIONS
Introduction to Economics for Public Administrators, Research Methods  
School Affiliations - Newberry College (1968-72); John Jay College (1972-).

ACADEMIC AND PROFESSIONAL ASSOCIATIONS
Union of Radical Political Economists  
Eastern Economics Association


BOOKS  AND BOOK CHAPTERS


ARTICLES UNDER REVIEW


ARTICLES IN REFEREED JOURNALS


"Maintaining the roots of economic development in an era of globalized production." 1998. *Futures* 29 (9) Pp.811-25.* Anbar Award of Excellence (on web site for 5 years)


OTHER PUBLICATIONS

PROGRAM, CONFERENCE AND WORKSHOP ACTIVITIES
Spring 2006 : “Environmental Justice” Nature, Society and Ecology Conference. CUNY Graduate Center New York City
Fall 2005: “New York City Watershed Agreement” The Green Metropolis Conference CUNY Graduate Center New York City
Spring 2005 “Sustainable Development & Social Entrepreneurship: A Case Study Of The New
York City Watershed Agreement” International Social Entrepreneurship Research Conference Barcelona Spain:

Spring 2005: “Prison Labor” Brecht Forum New York City
Spring 2003: Green Milieu: Creative Regulation As An Incentive To Sustainable Development: Case Study Of The New York City Watershed Agreement Eastern Economics Association Boston
Spring 2002: Issues Of Gender, Race And Class In Sustainable Development in the New York City watershed Eastern Economics Association Boston
Fall 1999: "Economic Roots of Crime" Brecht Forum New York City
Summer 1999: "Chaos Theory and a Structural Approach to Women's Crime" Women's Studies, SUNY at New Paltz
Curriculum Vitae
Jay P. Hamilton
2007

Jay Hamilton is an Assistant Professor teaching Economics and Public Administration at John Jay College of Criminal Justice, City University of New York.

CONTACT INFORMATION
Department of Public Management
John Jay College of Criminal Justice
445 West 59th Street
New York, NY 10019
(212) 237-8093
jhamilton@jjay.cuny.edu
web.jjay.cuny.edu/jhamlt

EDUCATION
University of California, Riverside Ph.D. in Economics, September 1999
   Dissertation: Quantity Price Discounts in Illegal Drug Markets, David Fairris, supervisor
University of California, Riverside Masters in Economics, June 1995
University of Redlands B.A. in Political Science, magna cum laude, May 1993

EMPLOYMENT EXPERIENCE
   John Jay College of Criminal Justice (1999-Present) Assistant Professor, Department of Public Management/Economics Division
   California State University, San Bernardino (1997-1999) Lecturer, Economics Department
   University of California, Riverside (1997-1999) Lecturer, Economics Department
   University of Redlands (1998-1999) Adjunct Professor, Economics Department
   Riverside Community College (1995-1997) Adjunct Professor, Social Sciences Department

PUBLICATIONS


WORKS IN PROGRESS

*Drug Markets as Scapegoats for Society and Capitalism* is a political economy evaluation of the disproportionate blame assessed to illegal drug markets for broader societal problems.

*Giving it Away: A Multidisciplinary Literature Review of Gift Giving* reviews work from sociology, economics, anthropology and psychology concerning the various motivations for giving gifts. This work will include the motivations important in giving away drugs.

GRANTS & SCHOLARSHIPS

PSC~CUNY Research Grant, 2001-2002.

NCAA Division III Postgraduate Scholarship, 1993

PAPERS & PRESENTATIONS

Hamilton, J.P. (2005, October). *Teaching economics effectively to MPA students*. Panel discussant at meeting of the National Association of Schools of Public Affairs and Administration, Washington, D.C.


**COURSES TAUGHT**

*Undergraduate Level*
- Introduction to the Economics of Crime and Social Issues
- Introduction to Economics
- Principles of Microeconomics
- Principles of Macroeconomics
- Intermediate Macroeconomics
- Economics of Regulation and the Law
- Global Economic Development and Crime
- Environmental and Resource Economics
- Economic Analysis of Crime

*Masters Level*
- Economic Principles for Public Administrators
- Public Sector Financial Management
- Computer Applications in Public Policy and Management
- Using Computers in Social Research
- Organization Theory and Management
- Quantitative Analysis for Decision Makers

**PROFESSIONAL SOCIETY MEMBERSHIP & HONORARY SOCIETY MEMBERSHIP**

American Economics Association 1998-present
Western Economic Association 1999-present
Eastern Economic Association 2002-present
Phi Beta Kappa, 1993 (National Honorary Society)
Omicron Delta Epsilon, 1993 (Economics Honor Society)
Mortarboard, 1992 (Undergraduate Honors Society, local chapter president)
Omicron Delta Kappa, 1991 (Undergraduate Honors Society)

**AWARDS**
University of California, Riverside Outstanding Teaching Assistant Award, 1997
SERVICE


Presentation of *Teaching Economics Online* at the 2003 Meeting of the Eastern Economic Association.

John Jay College of Criminal Justice Undergraduate Curriculum Committee representative for the Department of Public Management (2002-2004) & chair of Subcommittee to Review Applications for New Programs & Changes to Existing Programs.

John Jay College of Criminal Justice committee member of the Mission and Institutional Integrity Committee for the 2001-2002 Middle States Self Study for Re-accreditation.


References will be provided upon request.
Summary of Qualifications

Professor and Director of 14-person faculty of the MPA Program at John Jay College of the City University of New York (CUNY). Published in professional journals including the *Public Administration Review* and *Public Budgeting and Finance*. Former Chairperson of The Association for Budgeting and Financial Management of the American Society for Public Administration and member of editorial boards of *Public Administration Review* and *Public Budgeting and Finance*. Thirty years of experience working as a consultant to private sector companies and to officials and high-level employees in the public sector in fiscal policy, economic development and strategic planning. Member of economic advisory boards to elected officials at the federal, state and local levels of government. Fellow in the National Academy of Public Administration (NAPA).

Education

**Ph.D.** Public Administration, New York University, New York, NY  
Specializations in Public Finance and Urban Economics  
**M.A.** Economics, New York University, New York, NY  
**B.A.** Economics, Douglass College, Rutgers University, New Brunswick, NJ

Professional Experience

1987-                **Professor, Economics and Public Administration**  
                     **John Jay College, City University of New York**  

Teach courses in financial management, budgeting, economics, and research methods.  
Director of MPA Program. Co-chairperson of John Jay College Outcomes Assessment Committee. Principle investigator of 15-person team working on projects for Interpol and the United Nations to validate police data reported to each organization.

1984-                **General Partner in Urbanomics**  
                     **Wayne, New Jersey**

Provide consulting services to public private sector clients in fiscal policy, economic development, economic impact analysis, performance
measurement, and strategic planning. Current and past consulting clients include: The U.S. General Accountability Office (GAO); New York City Office of Management and Budget; Moody’s Investors Service; United Nations; Port Authority of New York and New Jersey; New Jersey Department of Commerce; New Jersey Department of the Treasury.


Consultant to Budget Director of NYC regarding tax policy and economic development issues. Directed public-private sector task force on New York City’s bank tax. Responsible for preparing numerous reports on City’s fiscal policies.


1976-1980 Assistant Professor of Public Administration
Wagner School of Public Service, New York University.

1973-1976 Instructor, Economics
William Paterson College, Wayne, New Jersey

1971-1973 Deputy Director Research and Evaluation
Model Cities, Paterson, New Jersey

Publications

“Gender-Responsive Budgeting: Moving Women in China Further Along the Road to Equality.” Chinese Public Administration Review (Forthcoming)


“Women in ASPA in the 1990s: A Decade of Progress but Still a Way to Go,” Public Administration Review, January/February 2000


Selected Presentations


“Gender Budgeting: A Concept Whose Time Has Come.” Paper presented at annual meeting of the National Association of Schools of Public Affairs and Administration (NASPAA), October 2001

“Municipal Revenue Forecasting.” Paper presented at annual meeting of the Association for Budgeting and Financial Management (ABFM), October 2000


Selected Consultant Projects and Reports

2005 Principal investigator and primary author of the Comprehensive Economic Development Strategy (CEDS) for Newark, New Jersey

2004 Principal investigator and primary author of the Comprehensive Economic Development Strategy (CEDS) for Jersey City, New Jersey

2003. Principal investigator and primary author of the Comprehensive Economic Development Strategy (CEDS) for Queens, New York


and Enterprise Communities.

1994-5 Principal investigator and primary author of *Overall Economic Development Program, Staten Island, New York.*

1994-5. Consultant to the Harlem Urban Development Corporation for preparation of Empowerment Zone application to the U.S. Department of Housing and Urban Development (HUD).

Professional Activities

Fellow, National Academy of Public Administration, 2005-

Member, Economic Advisory Board, New York State Assembly Ways and Means Committee, 1988-

Member, Economic Advisory Board, NYC Office of Management and Budget, 1998-2001

Member, Economic Advisory Board, Finance Committee of the City Council, New York City, 1995-1999


Member, Property Tax Advisory Board, New York City Department of Finance, 2003-

Member, Executive Council, National Association of Schools of Public Affairs And Administration (NASPAA), 2001-2003

Chairperson, Association for Budgeting and Financial Management of the American Society for Public Administration (ASPA), 1994-995.


Member, Editorial Board, *Public Budgeting and Finance*, 1994-

Member, Executive Council, Pi Alpha Alpha, the national honor society in Public Affairs and Administration, 1993-1999

HONORS AND AWARDS

Elected to the National Academy of Public Administration (NAPA), Fall
Selected as the Outstanding Academic in Public Administration by the New York Metropolitan Chapter, of the American Society for Public Administration (ASPA), 1992.
Christopher Warburton, PhD  
Assistant Professor of Economics  
John Jay College of Criminal Justice  
899 10th Avenue New York, NY 10019  
Email: Cwarburton@jjay.cuny.edu

ACADEMIC BACKGROUND:

Ph. D. in Economics, Graduate School of Arts and Sciences, Fordham University, Bronx, New York, April, 2003  
Concentration: International Economics and Development

M.A. in Economics, Graduate School of Arts and Sciences, Fordham University, Bronx, New York, August, 2002

M.A. in International Political Economy and Development (IPED), Graduate School of Arts and Sciences, Fordham University, Bronx, New York, June 1994  
Concentration: International Politics and Economics

B.A. Honors in History, Fourah Bay College, University of Sierra Leone, Freetown, Sierra Leone, June 1985

PROFESSIONAL EXPERIENCE:

Assistant Professor of Economics  
John Jay College of Criminal Justice, Manhattan, New York, September 2006-Present  
- Teach graduate Principles of Economics, Research Methods, and undergraduate International Economics

Participant focus group for integrated Microeconomics text, January 2006  
- Evaluated the contents and illustrations of integrated Microeconomics text for clarity, accuracy, and improvement

Non-teaching Adjunct Professor, January 2004-August 2006  
Lehman College, Bronx New York  
- Assisted with International Economics, Money and Banking, Microeconomics, Business Statistics; and Econometrics

Mathematics and Economics Instructor, October 2004-August 2006  
Fordham University, Bronx, New York  
- Taught Upward Bound College Economics and 9-12 grade Mathematics for New York State Regents Exam
Adjunct Assistant Professor of Economics, 2003-August 2006
Monroe College, Bronx, New York
- Taught Associate and Bachelors Macroeconomics, Finance, and Money and Banking

Adjunct Assistant Professor of Economics, 2003-August 2006
Bronx Community College, Bronx, New York
- Taught Microeconomics and Macroeconomics

Advanced Placement (AP) Economics Teacher, 2001-2003
Rutgers Preparatory School, Somerset, New Jersey
- Prepared students for Intermediate Economics (Microeconomics and Macroeconomics) in colleges and universities

Professional Training
- The Practice of Econometrics with Eviews, July 2004
- Teaching for Learning Conference, 2001
- Third National Conference for Advanced Placement Economics Teachers, 2001
- Instructional Skills Workshop, 2000
- Advanced Placement Economics Workshop, 2000

Teacher and Department Chair, 1985-1989
Collegiate High School, Freetown, Sierra Leone
Cardinal Educational Institute, Freetown, Sierra Leone
- Supervised History and Geography teachers, and evaluated lesson plans
- Presided over department meetings, and made recommendations to heads of institutions

- Provided assistance with planning and guidance on extra curricula activities
- Coordinated United Nations Educational Scientific and Cultural Organization (UNESCO) clubs at the local and national levels, 1985-1989

RESEARCH INTERESTS:
(Stabilization, and International Law and Economics):
- Stabilization policies involving the World Bank and the International Monetary Fund (IMF)
- International law, sovereign debt, corruption, crime, and expropriation/seizure
- Capital flows; poverty; unemployment; and sustainable development in Africa and Latin America
- Financial institutions, markets, and the Federal Reserve Bank

PUBLICATIONS:


ONGOING: Crime in Macroeconomics

PAPER TO BE PRESENTED:


ONGOING RESEARCH PAPER:

“Corruption and Overvalued Exchange Rates in Developing Countries”

COURSES TAUGHT:

Undergraduate:
ECO 245           International Economics
EC 201              Macroeconomics
FA 302              Principles of Finance
FA 304              Money and Banking
ECO 324           International Economics
ECO 402           Quantitative Methods for Economics and Business
ECO 4201           Microeconomics
ECO 4202           Macroeconomics

Graduate:
PAD 704           Principles of Economics
PAD 715           Research Methods
MG 640             Managerial Economics
EC 591             Economics Foundation Seminar

DISTINCTIONS AND MEMBERSHIP:

- Distinction in Ph.D. Microeconomics Comprehensive Exam.
- Member Omicron Delta Epsilon (international honor society in Economics).
- Member American Economic Association (AEA)
<table>
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<tr>
<th>REFERENCES</th>
<th>Mr. Tilokie Depoo</th>
<th>Dr. Peter Morill</th>
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<tr>
<td>Dr. Dominick Salvatore</td>
<td>Chair Business Management</td>
<td>Department of Social Sciences</td>
</tr>
<tr>
<td>Director of Graduate Program</td>
<td>Department,</td>
<td>Bronx community College</td>
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<tr>
<td>Fordham University,</td>
<td>Monroe College</td>
<td>University Ave. West 181 Street</td>
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<tr>
<td>Bronx, New York</td>
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<tr>
<td>(718) 817-4041</td>
<td>(718) 933-6700</td>
<td>(718) 289 -5671</td>
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<td><a href="mailto:Salvatore@fordham.edu">Salvatore@fordham.edu</a></td>
<td><a href="mailto:Tdepoo@monroecollege.edu">Tdepoo@monroecollege.edu</a></td>
<td><a href="mailto:Pmor2828@earthlink.net">Pmor2828@earthlink.net</a></td>
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</tbody>
</table>
VITA
RANDALL E. LA SALLE

43 Fawn Lane
Kennett Square, PA 19348
(610) 388-7023 (Home)
(610) 738-0553 (Office)

EMPLOYMENT HISTORY

1998 - Present  Associate Professor of Accounting (tenured)
MBA Program Director 1999 to 2003
West Chester University of Pennsylvania

1997 - 1998  Associate Professor of Accountancy
The College of New Jersey, Ewing, New Jersey

1990 - 1997  Assistant Professor of Accounting
Rutgers University, Camden, New Jersey

1988 - 1990  Assistant Professor of Accounting
Widener University, Chester, Pennsylvania

1983 - 1986  Assistant Professor of Accounting
Salisbury State University, Salisbury, Maryland

1977 - 1982  Manager in regional public accounting firm
Faw, Casson & Co., Salisbury, Maryland

EDUCATION

Degrees Earned:

B.S. in Accounting from the University of Delaware, December 1976
M.S. in Accounting from the University of Baltimore, May 1983
Ph.D. in Accounting from Drexel University, June 1991

Professional Certification:

Certified Public Accountant from the State of Maryland
TEACHING RESPONSIBILITIES

Courses Taught:

<table>
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<td>Introduction to Financial Accounting</td>
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<td>Management Accounting</td>
<td>Undergraduate - Sophomore</td>
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<td>Federal Tax Accounting I</td>
<td>Undergraduate - Junior</td>
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<td>Federal Tax Accounting II</td>
<td>Undergraduate - Junior</td>
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<td>Fraud Examination for Managers</td>
<td>Undergraduate - Junior and Senior</td>
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<td>Undergraduate - Junior and Senior</td>
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<td>Concepts of Auditing</td>
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<td>Government and Fund Accounting</td>
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<td>Advanced Auditing</td>
<td>Graduate</td>
</tr>
</tbody>
</table>

SERVICE RESPONSIBILITIES

MBA Program Director:

Implemented new MBA concentration in Technology and Electronic Commerce
As the first Electronic Commerce MBA program in the Philadelphia region, total MBA enrollments increased significantly while enabling more rigorous admission standards
Revised curriculum to be in conformity with AACSB standards
Revised and raised admissions standards for consistency and higher-quality students
Launched new off-site Executive MBA for CARDONE, Inc. (Philadelphia world headquarters)
Developed and implemented marketing plan; including a cinema screen campaign that increased applications and the ability to raise admission standards.
Revised graduate Financial Reporting and Strategic Cost Management courses.

Program and course development:

Developed one of the Nation’s first undergraduate courses in Fraud Examination
Successfully developed the Fraud Examination course to qualify as an interdisciplinary course and to meet General Education requirements
Participant in the development of the Model Curriculum for Fraud and Forensic Accounting

University-wide committees:

Graduate Council, Graduate Admissions Committee, Graduate Grade Appeals Board
University Budget Committee, member since Fall 1999, chair Fall 2003 to Spring 2005
Student Learning Outcomes Committee
Search committee for Budget Director
Faculty Development Committee
Governmental Relations Advisory Group
University Academic Advising Committee
Sexual Harassment Discussion Facilitator
SERVICE RESPONSIBILITIES - Continued

*College of Business and Public Affairs:*
AASCB Coordinating Committee
AASCB Graduate Program Committee
AASCB Steering Committee
AASCB Student Issues and Alumni Affairs Committee

*Department of Accounting:*
Accounting Department Search Committee Chair
Accounting Department Outcome Assessment Chair

*Editorial Board & Other Professional Service:*
1998 - 2004 - Served on the Editorial Board for *Issues in Accounting Education*
2000 to present - Serve on the Board of Reviewers for the *Journal of the Academy of Business Education*
2004 – 2005 Ad-Hoc reviewer for the *Journal of Accounting and Public Policy*
2004 Manuscript reviewer and discussant for Mid-Atlantic Region of the AAA
Served on the Academy of Business Education 2000 Program Committee
Chairperson of the Auditing Section of the Mid-Atlantic Region of the AAA

**RESEARCH AND SCHOLARLY ACTIVITY**

*Blind Peer-Reviewed Publications:*


LaSalle, Randall E., Anandarajan, Asokan, and Miller, Allie F. Going Concern Uncertainties:


**Textbook Supplement:**

LaSalle, Randall E., Test bank to accompany *Executive Roadmap to Fraud Prevention and Internal Control: Creating a Culture of Compliance*, by Martin T. Biegelman and Joel T. Bartow (2006), Hoboken, New Jersey: John Wiley & Sons. The publisher has verbally agreed to publish this 75 page textbook supplement in 2007.

**Trade Publications:**


**National Meeting Presentations:**

LaSalle, Randall E. AECC Grant Schools Performance on the CPA Exam, accepted for presentation at the Annual Meeting of the Academy of Business Education, San Francisco, California, September 2003.


LaSalle, Randall E., Jones, Scott K., and Jain, Rohit. Executive Succession and Discretionary Accounting Decisions, presented at the National Meeting of the American Accounting Association, Toronto, Canada, August 1990.

**Regional Meeting Presentations:**


**RESEARCH AND SCHOLARLY ACTIVITY- Continued**

**Regional Meeting Presentations- Continued:**

LaSalle, Randall E. Presentation Order Effects on Accounting Students' Ethical Judgments, presented at the Ohio Regional Meeting of the American Accounting Association, April 1994.


LaSalle, Randall E. and Jain, Rohit. Executive Succession and the Determinants of Corporate Accounting Policy, presented at the Mid-Atlantic Regional Meeting of the American Accounting Association, April 1989.

**Articles reviewed:**

*Issues in Accounting Education and the Journal of the Academy of Business Education:*
- A Framework for Teaching Risk Assessment as an Assurance Service
- Trash-R-Us, Inc: Should non-financial information be trashed?
RESEARCH AND SCHOLARLY ACTIVITY - Continued

Articles reviewed - continued:

- Going Going Gone: Accounting for Corporate Liquidations
- Engagement Risk – A Textbook Supplement
- An Approach to Organizing Management Accounting Curriculum
- Effects of Groups on Retesting: A Replication
- Zacha Technology Corporation: An Electronic Commerce Based Internal Control Assurance Services Case
- Designing Learning Experiences Within Learners’ Zones of Proximal Development (ZPDs): Enabling Collaborative Discovery Learning Online
- The Electronic Commerce Course: State of the Art
- The Perceived Image of an Accounting Education In the Presence of the 150-Hour Requirement
- Earnings Quality: Evidence of Earnings Management from Recent Quarterly Numbers
- The Effects of Instruction and Task Structure, On Internal Control Evaluation Performance
- Empirical Evidence Concerning the Delivery of Accounting Education…
- Empirical Evidence on the Role of Accounting Education Research and Publication in Promotion/Tenure Decisions and Course/Curricular Design
- Reinventing the Executive MBA Concept: A Case Study
- Student Attitudes Toward Working in Teams
- EMBA International Field Studies: A Comparative Perspective
- From Donna Reed to GI Jane: Using Popular Media to Uncover Perspectives of Women’s Roles
- The Accounting Component of Executive MBA Programs

- Starting The MBA with a Bang! A Multidisciplinary Approach to Teaching Competencies and Perspectives for Tomorrow’s Managers
- Strategies for Managing Large Team Projects in Academia
- An Investigation of Approaches to and Evaluations of Business School Curriculums
- Developing a MBA Assessment Program: Guidance from the Literature and One Program’s Experience
- Matriculation Requirement: Distance Learning Versus Traditional MBA Programs
- Break-Even and Cost-Volume-Profit Analysis by Spreadsheet
- An Examination of Business Student Perceptions: The Effect of Math and Communication Skill Apprehension on Choice of Major
- Assessing Knowledge Retention of Managerial Accounting
- The Effect of Noncompulsory Team Learning Labs on Students Perceptions and Performance in the First Accounting Course (Management Accounting)
- CPAs Assess the Development of Professional Skills of Recent Accounting Graduates
- An Unlikely Topic in an Unlikely Setting: Poetry in the MBA Classroom
- Personality Preferences of Accounting Students: A Longitudinal Case Study
- Ethics Education in Accounting: Moving Toward Ethical Motivation and Ethical Behavior
- Teaching Cohort Groups: An Outsider Looking In
- Student and Faculty Assessment of the Virtual MBA: A Case Study
• Instruction, Skepticism, and Accounting Students’ Ability to Detect Frauds in Auditing
• Dot.com or Dot.bomb?: The Unpleasant Tax Surprise of Stock Options in a Volatile Market
• Teaching Core Accounting Concepts Using ERP-Based Exercises: A Step Toward an ERP-Integrated Management Curriculum
• Assessing the Going Concern Risk in the E-Commerce Industry: The Case of Pets.com, Inc.
• Ethical and Technical Aspects of Loss Contingency Disclosure in the Post-Enron Business Environment: Shareholder versus Stakeholder Paradigms
• An Examination of Business Student Perceptions: The Effect of Math and Communication Skill Apprehension on Choice of Major
• Reflection within the Context of Classroom Assessment

**Articles reviewed:**

*Journal of Accounting and Public Policy:*
• The Payoff from Auditors’ Decisions to Issue Different Types of Modified Opinion: Evidence from Hong Kong
• Auditors’ Decision-Making under Going-Concern Uncertainties in Low Litigation-Risk Environments: Evidence from Hong Kong

*American Accounting Association Mid-Atlantic Meeting:*
• A Positive Model for Corporate Governance
• The Influence of Decision Aid on Auditor Processing of Irrelevant Information in Fraud Risk Assessment
Appendix C

State Education Department Forms
### Proposal Cover Page

*Use this application for any new program below the doctoral level that does not lead to licensure or preliminary or advanced study in one of the areas licensed by the State Education Department. Any institution considering a new doctoral program should contact the Office of College and University Evaluation at (518) 474-1551 for the application, "Steps in the Review of Doctoral Program Proposals". Public institutions should use the appropriate SUNY/CUNY proposal submission forms in lieu of this document and submit the proposal to the Central Administration of SUNY/CUNY.*

If the program will lead to certification as a classroom teacher, use the Application Form for Registration of a Teacher Education Program instead of this document, available at [www.highered.nysed.gov/ocue/tetappl.htm](http://www.highered.nysed.gov/ocue/tetappl.htm). If an already registered program will be offered in a distance education format use the application at [http://web1.nysed.gov/ocue/distance/](http://web1.nysed.gov/ocue/distance/) and select “To Register a Distance Education Program.”

<table>
<thead>
<tr>
<th>A. Name of institution:</th>
<th>John Jay College of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify campus where program will be offered, if other than the main campus:</td>
<td></td>
</tr>
<tr>
<td>G. CEO or designee*</td>
<td>President</td>
</tr>
<tr>
<td>Name and title:</td>
<td>Jeremy Travis</td>
</tr>
<tr>
<td>Signature and date:</td>
<td></td>
</tr>
<tr>
<td>THE SIGNATURE OF THE INSTITUTIONAL REPRESENTATIVE INDICATES THE INSTITUTION'S COMMITMENT TO SUPPORT THE PROPOSED PROGRAM.</td>
<td></td>
</tr>
<tr>
<td>H. Contact person, if different</td>
<td></td>
</tr>
<tr>
<td>Name and title:</td>
<td>Dean Jane Bowers</td>
</tr>
<tr>
<td>Telephone :</td>
<td>212-237-1347</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:jbowers@jjay.cuny.edu">jbowers@jjay.cuny.edu</a></td>
</tr>
<tr>
<td>I. Proposed program title</td>
<td>Economics</td>
</tr>
<tr>
<td>J. Proposed degree or other award:</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>K. Proposed HEGIS code</td>
<td>2204 Economics</td>
</tr>
<tr>
<td>H. Total program credits:</td>
<td>120</td>
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</table>

*For CUNY, the Chancellor or designee; for SUNY, the Provost or designee. **THE CEO/CHANCELLOR/PROVOST SHOULD INFORM THIS DEPARTMENT IN WRITING WHEN THERE IS A CHANGE IN THE DESIGNATED PERSON.**
N. If the program will be offered jointly with another institution, name and address of the
institution/branch below:

N/A

IF THE OTHER INSTITUTION IS DEGREE-GRAVTING, ATTACH A CONTRACT OR LETTER OF
AGREEMENT SIGNED BY THAT INSTITUTION'S CEO. IF IT IS NON-DEGREE-GRAVTING, REFER TO
MEMORANDUM TO CHIEF EXECUTIVE OFFICERS NO. 94-04. CONTACT THIS OFFICE IF YOU WOULD
LIKE TO RECEIVE A COPY.

O. If the program will lead to teacher certification as other than a classroom teacher, list the
intended:

Certification title(s):

Certification type(s):

P. If specialized accreditation will be sought indicate:

Accrediting group:

Expected date of accreditation:

Q. Anticipated enrollment:

Initial: 40

Maximum within first five years: 100

R. If this program will be offered in a special format, please specify: N/A

(See Appendix I for definitions.)

S. If this program will be offered in an atypical schedule that may affect program financial aid
eligibility, please describe: N/A
Answer the following questions for ALL new programs. Please refer to Appendix C to determine which programs require registration.

PLEASE NOTE: IN ORDER TO EXPEDITE THE PROCESSING OF COMPLETE PROGRAM PROPOSALS, INCOMPLETE PROPOSALS WILL BE RETURNED.

Program Summary

In 250 words or less summarize the proposed program, including its educational and career objectives and its relationship to registered programs at the institution.

The proposed program provides a sound education in the institutions and methods of economics and financial analysis with a focus germane to the College’s mission. Basic courses in all three specializations include analysis of the legal and illegal economy and their interactions. One specialization is focused on the investigation of economic crimes, another on forensic financial analysis. The proposed program will be unique among City University economics programs in the breadth of its approach which includes the analysis of both the illegal and legal economy.

Much of the proposed program already exists within the Bachelor of Science in Criminal Justice Administration and Planning, which already exists at John Jay College. The existing program includes six concentrations, four relating to traditional domains of criminal justice - police, courts, correction and juvenile justice - and two relating to economic analysis and investigation of crime. The proposed program consists of the two economic specializations and a new specialization that introduces students to financial analysis and forensic accounting.

Graduates of the Economics program will have:

- A competitive edge when applying for law enforcement and policy analysis positions.
- The ability to communicate and work with senior colleagues who specialize in forensic accounting and investigations.
- Preparation for graduate school in accounting, law school, economics and other social science disciplines.
- The ability to critically evaluate their work environment and the economy.
- Advanced research and quantitative skills as a natural component of the economics discipline.
- Exposure to varied perspectives on economics, crime and society.
<table>
<thead>
<tr>
<th>Course Number and Course Title*</th>
<th>No. of Credits</th>
<th>Is this a new course?</th>
<th>Is this a revised course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Economics / Eco 101*</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Microeconomics in the Context of Crime/Eco225*</td>
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<tr>
<td>Macroeconomics in the Context of Crime/Eco220*</td>
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<tr>
<td>Introduction to Accounting/Acc250 *</td>
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<tr>
<td>Introduction to Forensic Accounting/Acc307</td>
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<td>Introduction to Criminal Justice/CrimJustice 101*</td>
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<td>Law 203: Constitutional Law</td>
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<tr>
<td>Principles and Methods of Statistics/Math 250*</td>
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<tr>
<td>Seminar in Economics &amp; Crime/Eco4xx*</td>
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<td>x</td>
<td></td>
</tr>
<tr>
<td>Seminar in Forensic Financial Analysis/Eco4yy*</td>
<td>3</td>
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</tr>
</tbody>
</table>

* MOST UNDERGRADUATE DEGREE TITLES REQUIRE A SPECIFIED PERCENTAGE OF LIBERAL ARTS CONTENT (FOR EXAMPLE, AA, BA REQUIRE 75%; AS, BS, BSED REQUIRE 50%; AAS REQUIRES 33%). WITHIN THE TABLE, IDENTIFY WITH AN ASTERISK ALL COURSES THAT ARE CONSIDERED LIBERAL ARTS AND SCIENCES.
2. Program Content and Requirements

<table>
<thead>
<tr>
<th>Course Number and Course Title*</th>
<th>No. of Credits</th>
<th>Is this a new course?</th>
<th>Is this a revised course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Analysis of Crime/Eco 315*</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Global Economic Development &amp; Crime/Eco 231*</td>
<td>3</td>
<td></td>
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<tr>
<td>International Economics/Eco245*</td>
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<td></td>
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<tr>
<td>Introduction to Public Sector Economics/Eco265*</td>
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<td>Environmental Economic * Regulation &amp; Policy/Eco260</td>
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<tr>
<td>Urban Economics/Eco270*</td>
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<td>Labor Economics/Eco280*</td>
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<tr>
<td>Political Economy of Racism/AA290*</td>
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<td>Corporate &amp; White Collar Crime/Eco360*</td>
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<tr>
<td>Risk Management/FIS104*</td>
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<tr>
<td>Intro to Management Accounting/Acc251</td>
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<td>Economics of Regulation &amp; the Law/Eco215*</td>
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<td>The Investigative Function/PoliceSci207*</td>
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<td>Economics of Finance/Eco235*</td>
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<tr>
<td>Total credits in the program</td>
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</table>

List each elective course required for the major (if applicable)

* MOST UNDERGRADUATE DEGREE TITLES REQUIRE A SPECIFIED PERCENTAGE OF LIBERAL ARTS CONTENT (FOR EXAMPLE, AA, BA REQUIRE 75%; AS, BS, BSED REQUIRE 50%; AAS REQUIRES 33%). WITHIN THE TABLE, IDENTIFY WITH AN ASTERISK ALL COURSES THAT ARE CONSIDERED LIBERAL ARTS AND SCIENCES.
New and revised courses

For all new and revised courses identified above, provide a copy of the syllabus. For existing courses, which are a part of the major, enclose a copy of the catalog description; include prerequisites, if applicable.
Sample Program Scheduling

Using the appropriate table on this or the following page, show the sequencing and scheduling of courses and credits in the program, by semester or quarter/trimester, for the first full cycle of the program (for example, four semesters for a traditionally-structured associate degree). Include additional semesters if offered on a part-time basis. These pages may be duplicated as needed.

Table for semester programs

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<thead>
<tr>
<th>FALL</th>
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<th>COURSE TITLE</th>
<th>CREDITS</th>
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</tbody>
</table>
EVALUATION

Describe the criteria by which the institution will evaluate the academic quality and effectiveness of the proposed program (e.g., completion rates and other evidence of student achievement, placement data, graduates' accomplishments, faculty performance, employer evaluations).

The College maintains a process of ongoing review for all academic programs. On a 5-year rotation, programs complete self-studies based on an instrument designed by the College Curriculum Committee, in consultation with the Existing Programs Subcommittee of the Curriculum Committee. A panel of outside reviews are then invited to review the document and conduct a site-visit which includes meetings with students, faculty, key administrators, as well a visits to classes and examination of records. The panel of reviewers report directly to the College Curriculum Committee concerning their findings and recommendations.

The College has also developed an outcomes assessment plan that includes a process for assessment of student learning at a series of stages in the completion of programs and academic requirements. The outcomes measures that result from this process are integrated into the program self-studies and are also reviewed by the Comprehensive Planning Committee of the College.
RESOURCES

Describe traditional and electronic library holdings and access to them, indicating the approximate number of titles and periodical subscriptions in the present collection that would support the program. Describe the equipment, computers, laboratories, and other facilities available or to be acquired for the program. If current holdings are considered inadequate for the proposed program, list items to be purchased and indicate how much has been budgeted for the proposed acquisitions and schedule of acquisitions.

The College will need to acquire some additional books to support the Economics Major. We estimate the cost would be around $50,000. The John Jay library has not systematically acquired economics books since the college stopped offering an economic major in 1976. Our strategy would be to identify new books needed from a master list constructed from six sources:

1. Books reviewed in the recommendations for further reading articles in the Journal for Economic Perspectives or that get long reviews in the Journal of Economic Literature (10-20 per year)

2. Economics and Accounting Books in a good academic bookstore like Labyrinth (which has around 600 books on economics)

3. Economics and accounting books that are highly cited from the Social Science Citation Index

4. Economics and accounting books that are bestsellers (say in Amazon's top 100 non fiction titles – we’ll be generous with our definition of what is an economics or accounting book, for instance some books on Enron would qualify as accounting books if they describe strategies of fraud and detection even if they’re not full of numbers)

5. Economics and accounting books in “Resources for College Libraries” (the library plans to acquire the new 2006 edition – the previous edition is from 1988 so a bit dated)

The master list would consist of around 1000-1500 books (there would be overlap between the 5 sources) and we would go through the list and eliminate books that we think are unlikely to be used, bringing the number down to around 700 books, and then add around 100 important books that have been missed. Hence we would order 800 books in all, which would cost around $50,000. This list of books is sufficient for the students to have easy access to. The students will of course have access to other books available in the CUNY system through CUNY+. We will emphasize topics taught at the college (development, international and law/crime).

After the initial acquisition the economics faculty will make annual acquisition requests based on new books reviewed in the Journal of Economic Perspectives, The Journal of Economic Literature, the New York Review of Books and the Times Literary Supplement. As with the annual acquisition list we will scrutinize the list and eliminate some and add others not on these lists. We expect to request around 50 books per year which will cost approximately $3000.

The library has an extensive collection of journals in electronic form through JSTOR and other data bases and we do not need to get any more. The most current issues are sometimes missing but are available somewhere in CUNY (Hunter, Baruch, Graduate Center) in print form.

A faculty member will be assigned the duty of developing the initial acquisition list after consultation with the rest of the department and for producing the annual acquisition list.
FACULTY

List the name and qualifications of each faculty member, for each course in the major and for each new, required non-major course, using the tables on this and the following page. Identify the core faculty responsible for the program with an asterisk. Graduate faculty must have an earned doctorate or otherwise demonstrate special competence. Faculty resumes should be available on request. These pages may be duplicated as needed.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>No. of Credits</th>
<th>Faculty Member(s) Assigned to Each Course. (Use “D” to Specify Program Director)</th>
<th>Highest Earned Degree &amp; Discipline, College or University</th>
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<tbody>
<tr>
<td>Environmental Economics Regulation &amp; Policy</td>
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<tr>
<td>Urban Economics</td>
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<td>Microeconomics in the Context of Crime</td>
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<td>Macroeconomics in the Context of Crime</td>
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<tr>
<td>Capstone</td>
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<tr>
<td>Labor Economics</td>
<td>3</td>
<td>Jay Hamilton*</td>
<td>Ph.D. in Economics</td>
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<tr>
<td>Introduction to the Economics of Crime &amp; Social Problems</td>
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<tr>
<td>Economic Analysis of Crime</td>
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<tr>
<td>Macroeconomics in the Context of Crime</td>
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<tr>
<td>Urban Economics</td>
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<td>Marilyn Rubin</td>
<td>Ph.D. in Public Administration New York University</td>
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<tr>
<td>Economics of Regulation &amp; the Law</td>
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<tr>
<td>Economic Analysis of Crime</td>
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<td>Macroeconomics in the Context of Crime</td>
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<td>Global Economic Development &amp; Crime</td>
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<td>White Collar Crime</td>
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<td>Capstone</td>
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<td></td>
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</tr>
<tr>
<td>International Economics</td>
<td>3</td>
<td>Christopher Warburton*</td>
<td>Ph.D. in Economics Fordham University</td>
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<tr>
<td>Macroeconomics in the Context of Crime</td>
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<tr>
<td>Microeconomics in the Context of Crime</td>
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<td>Capstone</td>
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<td>Course</td>
<td>Credits</td>
<td>Faculty</td>
<td>Degree/University</td>
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<td>Introduction to Accounting</td>
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<td>New Faculty*</td>
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<tr>
<td>Forensic Accounting</td>
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<tr>
<td>Introduction to Economics</td>
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<td>Arlene Geiger</td>
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<td>International Economics</td>
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<td>New School University</td>
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<td>Public Sector Economics</td>
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<tr>
<td>Introduction to Accounting</td>
<td>3</td>
<td>Martha Rose</td>
<td>M.B.A. [M.A. in Business Administration]</td>
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<tr>
<td>Introduction to Managerial Accounting</td>
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<td>Yale University</td>
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</table>

Table 7 continued on next page
8. Faculty Assignment

For each faculty member listed on the previous pages provide the information requested below.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Title of Position at Institution</th>
<th>Full-time (FT) or Adjunct (Adj.) at the Institution</th>
<th>Full-time (FT) or Part-time (PT) in the Program</th>
<th>If Part-time in the Program, Specify Other Course Responsibilities</th>
<th>Titles of Courses Taught Which Are Not Part of the Program</th>
<th>Related Credits</th>
</tr>
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<tbody>
<tr>
<td>Joan Hoffman</td>
<td>Associate Professor</td>
<td>FT</td>
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<tr>
<td>Jay Hamilton</td>
<td>Assistant Professor</td>
<td>FT</td>
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<tr>
<td>Marilyn Rubin</td>
<td>Full Professor</td>
<td>FT</td>
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<tr>
<td>Omar Azfar</td>
<td>Associate Professor</td>
<td>FT</td>
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<tr>
<td>Christopher Warburton</td>
<td>Assistant Professor</td>
<td>FT</td>
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<tr>
<td>Arlene Geiger</td>
<td>Adjunct Instructor</td>
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<td>Martha Rose</td>
<td>Adjunct Instructor</td>
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</tbody>
</table>
8. Faculty To Be Hired

If faculty have not yet been retained, specify the number and title of new positions to be established and minimum qualifications:

<table>
<thead>
<tr>
<th>Title of Position</th>
<th>Number of New Positions</th>
<th>Minimum Qualifications</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
</table>
| Assistant or Associate Professor   | 1                       | PhD or CPA  
Note: This position as been accepted by Professor Randall LaSalle, Ph.D. CPA | F 07                 |

ADMISSIONS

List the admission requirements for students in this program, including any special or optional admission requirements for this program. Describe how these requirements are intended to help assure that students are prepared to complete the program. Describe how the admission procedure will encourage enrollment by persons from groups historically underrepresented in the discipline or occupation.

Students are required to take Economics 101 which will prepare them for the upper level Economics courses. Also students must take English 101 which will help them with the writing programs of the College. The program benefits from the College’s admissions procedures which identify persons with math and language skill deficiencies that are needed for College in general and also for success in the Economics program. The College provides a range of programs to help identified students acquire the necessary skills as they begin College life. Students who have been historically underrepresented in economics would also be students who are likely to have lacked the means to acquire math and language skills, so this College admissions program will help a wider range of students enter the field of economics.
Section 8. ECONOMICS COURSES

ECO 101. Principles of Economics

This course is a guide to economic literacy and the global economy in the 21st century. Topics covered include how markets work, including consumer behavior, economic cost analysis, and determination of prices; market structures and their impact on business behavior; the relationships among labor, business, and government; business cycles; money creation and the banking system; economic stabilization policies, including deficit financing and taxation; international trade, and prospects for sustainable development. Alternative theoretical perspectives are introduced. Examples are drawn from the global economy. 3 hours, 3 credits.

ECO 170. Introduction to the Economics of Crime and Social Problems

This course analyzes the links between socioeconomic conditions and crime. Paired topics include: recession and domestic violence, affluence and white collar crime, poverty and robbery/theft, youth labor frustrations and youth crime, illegal drug markets and addict/dealer crime, unemployment and crime rates, government budgets and police spending, and income bias and the criminal justice system. Basic economic literacy is taught as part of this course. 3 hours, 3 credits.

ECO 215. Economics of Regulation and the Law

This course examines the microeconomic theory used to justify government regulation. Business and consumer behavior is analyzed in light of government intervention. Applications include environmental regulations, occupational safety regulations, securities regulations, bank regulations, and a special emphasis is placed on antitrust law. Prerequisites: English 101 and Economics 101. (Economics 101 is also a co requisite.) 3 hours, 3 credits.

ECO 231. Global Economic Development and Crime

This course discusses the means and obstacles to attaining healthy, sustainable economic development in the globalized economy with particular attention to the role of crime. General topics include economic theory, sustainability, investment, environment, education, poverty, inequality, gender relationships, labor conditions, agriculture, urbanization and migration, and international trade. Examples of related crime topics include child labor, sweatshop labor, environmental crime, illegal economic activity, corruption, smuggling and money laundering. Prerequisites: English 101 and Economics 101. 3 hours, 3 credits.

ECO 245. International Economics

Theories of international trade, exchange rate determination under fixed and flexible regimes, the international financial system and balance of payments accounting are introduced. The role of multinational corporations and foreign aid, as well as international institutions such as the International Monetary Fund, World Bank, International Labor Organization, and the World Trade Organization are examined. Problems of unsustainable current account deficits and external debt for developing nations are explored. Trade and investment policies are examined from alternative theoretical perspectives, including debates over "free trade" versus "fair trade,"
international financial system reform and the impact of globalization on national sovereignty and
democratic governance. Lastly, the economies of selected developed, developing and transitional
nations are surveyed. Prerequisites: English 101 and Economics 101. 3 hours, 3 credits.

ACC 250. Introduction to Accounting (Formerly Accounting I)

This course will consider topics that are basic to the accounting process while giving attention to
criminal accounting manipulations. Students completing this course will have a broad
understanding of the accounting cycle. Students will gain knowledge of the basic accounts found
in the accounting system including: revenues, expenses, assets, liabilities, and equity accounts.
Students will learn how to prepare basic financial statements and analyze them to determine the
fiscal viability of an organization. Attention will be given to cases involving accounting scandals
and frauds. This course prepares students for Economics 307: Introduction to Forensic
Accounting. (Offered every semester.) Prerequisites: English 101. 3 hours, 3 credits.

ACC 251. Introduction to Managerial Accounting (Formerly Accounting II)

This course introduces financial and managerial accounting, with an emphasis on managerial
reporting. This course provides students with the necessary skills to interpret, analyze, and
research financial statement information. Students will acquire a basic understanding of how
financial accounting affects the managerial accounting process and how to use financial
statements to monitor budgets. Students will apply these skills to supervise daily operations, plan
future operations and develop overall organizational strategies. The course prepares students for
Economics 307, Introduction to Forensic Accounting. (Contact department for course
frequency.) Prerequisites: English 101 and Economics 250. 3 hours, 3 credits.

ECO 260. Environmental Economics, Regulation and Policy

The economic roots of environmental problems such as resource depletion, pollution, toxic
wastes, and global warming are explored. The global issues of sustainable development,
environmental justice, and the intertwining of poverty and environmental problems are studied.
Different environmental standards and decision making techniques are presented and their
relative merits examined. The corrective potential of a variety of policies such as civil and
criminal regulation, taxation, tradable permits, auditing, environmental impact requirements and
international treaties are analyzed. The implications of alternative theoretical perspectives for
public policy are considered. Prerequisites: English 101 and Economics 101. 3 hours, 3 credits.

ECO 265. Public Sector Economics and Policy

Contemporary economic problems provide the context for analyzing the economic role of
government from a variety of perspectives. The need for government intervention due to external
effects of market transactions, public goods, equity considerations, market power and
stabilization needs is explained. The impact upon us of government spending, taxation, money
creation and regulation is examined. A variety of techniques such as present valuation and cost
benefit analysis are presented. The economic problems considered in the course will include such
issues as housing, education, poverty, pollution, discrimination, government fragmentation,
social security, and current fiscal, monetary and tax policy debates. Prerequisites: English 101
and Economic 101. 3 hours, 3 credits.
ECO 270. Urban Economics

Why cities exist, how their characteristics change over time and how global and national urban networks function are analyzed in the course. Different means of financing city government and related issues such as the impact of globalization, decentralization of government and metropolitan fragmentation on urban finances are explored. A variety of urban problems such as sustainability of cities, housing, health, education, crime, poverty, pollution, labor conditions, discrimination, and transportation are studied. The impact of different theoretical perspectives in economics on urban analysis and policy are considered. Prerequisites: English 101. In addition: Economics 101 or Economics 170; or permission of the section instructor. 3 hours, 3 credits.

ACC 307. Introduction to Forensic Accounting

This course provides students with an overview of forensic accounting. It will examine methods and approaches used to uncover fraud, fraud theories, fraud patterns and schemes, fraud concealment strategies, evidence collection and legal elements of fraud. Case studies will be used to make distinctions between international deceptions and negligent misrepresentations or omissions. Income statements and balance sheets will be used for risk analysis. Students will learn to detect concealment in financial statement notes and analytical methods to infer income concealment. (Contact department for course frequency.) Prerequisites: English 101 and Economics 250 or Economics 251. 3 hours, 3 credits.

ECO 315. An Economic Analysis of Crime

Crimes with economic motivations are analyzed using the Economic Theory of Crime. Topics focus on urban problems including: narcotics, illegal gambling, loan sharking, labor racketeering, and organized crime. Costs of crime and imprisonment are discussed. Strengths and weaknesses of the Economic Theory of Crime are discussed from alternative points of view. Prerequisites: English 102. In addition: Economics 101 or Economic 170; and junior standing or above. 3 hours, 3 credits.

ECO 360. Corporate and White Collar Crime

In examining crimes committed by corporations and organizations, as well as individuals in the course of their occupation, this course explores: how such crimes are socially defined, who commits them, who is victimized by them, which social contexts promote them, and how society responds to them. The economic, social, and political costs of corporate and white collar crime are compared to street crime. Other topics include: embezzlement, fraud, and theft which occurs within enterprises, "underground" economic activity; criminal violation of antitrust and environmental laws, security, fiduciary, and market crimes; and corrupt relationships between business and government. Members of either the Economics or Sociology faculties teach this course with varying emphasis on the above topics. (Same course as Sociology 360.) Prerequisite: English 102. In addition: junior standing or above; Sociology 203, and one course in Economics. 3 hours, 3 credits.
Appendix D

Letters from Graduate Programs
February 20, 2007

Ned Benton
Professor and Chair
Department of Public Management
John Jay College of Criminal Justice
899 Tenth Avenue
New York, NY 10019

Dear Ned:

At your request as the Chair of the Department of Public Management at John Jay College, I reviewed the proposal for the Economics major. You asked whether the major might be a suitable foundation for graduate study in the Doctoral Program in Economics.

My view, based on the review, is that the program could be a suitable foundation for graduate study in the Economics doctoral program, provided that the student takes to heart the advice that Calculus I and II should be completed as a foundation for graduate study in Economics. A semester of linear algebra is also a prerequisite for our program, and I would recommend ongoing advisement to these economics-bound students throughout the major that would encourage them to take this and other mathematics courses were possible.

We seek students with a range of backgrounds, and a student with undergraduate studies related to economic analysis of crime and corruption would be an interesting candidate to consider. Admission is, of course, determined by many factors such as test scores, GPA, references, academic and professional experience and interviews.

Sincerely,

[Signature]

Professor and Executive Officer
February 13, 2007

Dear Professor Benton,

As the Director of the Master of Public Administration (MPA) Program at John Jay College, I have reviewed the proposal for the economics major to be instituted here at the College. As per your request, I have considered whether the major would provide a suitable foundation for the MPA Program.

Based on my review, it is apparent that students must complete a set of courses that satisfy our coursework requirements for admission into the MPA program. Actual admission is, of course, related to many factors consistent with the accreditation guidelines of the National Association of Schools of Public Affairs and Administration (NASPAA).

Completion of the major would provide the coursework foundations for any of our specializations. For example, students in Specialization A would be particularly appropriate candidates for the MPA concentration in Criminal Justice Policy and Administration. Students in Specializations B and C would be well prepared for our MPA Inspector General track.

Please feel free to contact me if you have any questions concerning the MPA Program at John Jay College.

Sincerely yours,

Marilyn Rubin, Ph.D.
Director MPA Program
February 21, 2007

Dear Professor Benton,

At your request as the Chair of the Department of Public Management at John Jay College, I reviewed the proposal for the Economics major. You asked whether the major might be a suitable foundation for graduate study in the Criminal Justice doctoral program.

I believe that the program would be a suitable foundation for graduate study in the Criminal Justice doctoral program. We seek students with a range of backgrounds related to criminal justice, and we view students with a background in economics, particularly those with courses related to economic analysis of crime and corruption, as among those who are good candidates for consideration. We recently developed a concentration in Inspection and Oversight that would be particularly appropriate area of study for students coming out of the proposed Economics major.

Admission is, of course, related to many factors such as test scores, GPA, references, academic and professional experience and interviews. But we would be delighted to consider applications from students completing this course of study with otherwise competitive credentials.

Sincerely,

Karen Terry, Executive Officer
Doctoral Program in Criminal Justice, CUNY