

JOHN JAY

**COLLEGE
OF
CRIMINAL
JUSTICE**

COLLEGE COUNCIL

AGENDA & ATTACHMENTS

THURSDAY, SEPTEMBER 19, 2024

All meetings begin at 1:40 p.m. and are open to the College Community.

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

September 19, 2024 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of Members of the College Council Committees (Attachment A), **Pg.4**
- III. Election of the Secretary to the College Council
- IV. Election of the 2024-2025 Executive Committee Members, **Pg.8**
- V. Approval of the Minutes of the May 1, 2024 College Council (Attachment B), **Pg.20**
- VI. College Council Orientation – Legal Counsel Myrna Forney, **Pg.23**
- VII. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C11) – Interim Dean of Academic Programs, Andrew Sidman

Programs

- C1. Revision of the BA and Minor in Anthropology, **Pg.31**
- C2. Revision of the BA in Forensic Psychology, **Pg.38**
- C3. Revision of the BA in Sociology, **Pg.44**
- C4. Revision of the Corrections Minor, **Pg.51**
- C5. Revision of the English Minor, **Pg.55**

New Courses

- C6. PED 2XX Health and Nutrition (FC: Scientific World), **Pg.64**
- C7. ISP 3XX (390) and ISP 3YY (391) John Jay – Vera Institute Fellowship Seminar I & II, **Pg.90**

Course Revisions

- C8. CHS 150 Foundations of Human Services Counseling, **Pg.104**
- C9. ENG 212 Introduction to Creative Writing (CO: Communications), **Pg.120**
- C10. PED 120-130 Intercollegiate Athletics Participation, **Pg.137**

Academic Standards

- C11. Revision of the Academic Integrity Policy (approved by UCASC & CGS, 5/17/24), **Pg.140**

- VIII. Report from the Committee on Graduate Studies (Attachments D1-D2) –Interim Dean of Academic Programs, Andrew Sidman

Course Revisions

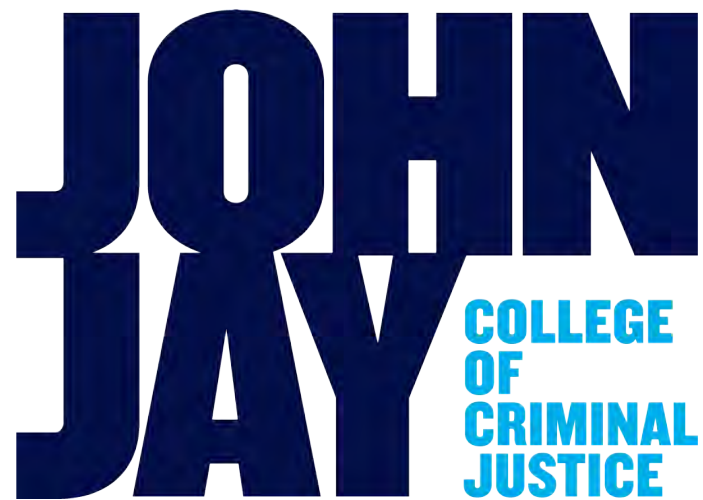
- D1. ICJ 770 Capstone Course in International Crime and Justice, **Pg.150**
- D2. ICJ 780 Internship Course, **Pg.152**

IX. 2024-2025 College Council Calendar, **Pg.154**

X. New Business

XI. Announcements:

- Student Council (President Yarik Munoz)
- Faculty Senate (President Karen Kaplowitz)
- HEO Council (President Catherine Alves)
- Administrative Announcements (President Karol Mason)



**College Council
Membership**

&

**College Council
Committees**

2024-2025

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College Council Membership

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

Administration

- | | |
|---|---------------------|
| 1. President (Chairperson) | Karol Mason |
| 2. Provost and Vice President for Academic Affairs | Allison Pease |
| 3. Vice President and Chief Operating Officer | Mark Flower |
| 4. Interim Vice President for Enrollment Management and Student Affairs | Daniel Matos |
| 5. Interim Dean of Student Academic Engagement and Retention | Janice Johnson-Dias |
| 6. Interim Dean of Academic Programs | Andrew Sidman |

- Two (2) alternate members for administration who may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent representative for administration:

1. Angela Crossman	2. Anthony Carpi
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Faculty

Full-time faculty elected from each academic department:

- | | |
|--|-------------------------|
| 7. Africana Studies | Elton Beckett |
| 8. Anthropology | Alejandro Garcia Lozano |
| 9. Art & Music | Nicole Awai |
| 10. Counseling and Human Services | Joseph Maldonado |
| 11. Criminal Justice | Sung-Suk (Violet) Yu |
| 12. Economics | Joseph Rebello |
| 13. English | Veronica Hendrick |
| 14. History | Ray Patton |
| 15. Interdisciplinary Studies | Nina Fisher |
| 16. Latin American & Latinx Studies | Brian Montes |
| 17. Law, Police Science & Criminal Justice | Brian Maule |
| 18. Library | Ignacio Sanchez |
| 19. Mathematics & CS | Todd Stambaugh |
| 20. Modern Language & Literature | Vicente Lecuna |
| 21. Philosophy | Catherine Kemp |
| 22. Political Science | Susan Kang |
| 23. Psychology | Diana Falkenbach |
| 24. Public Management | Heath Brown |
| 25. Sciences | Artem Domashevskiy |
| 26. Security, Fire & Emergency Management | Susan Pickman |
| 27. SEEK | Chevy Alford |
| 28. Sociology | Robert Garot |

Faculty allotted according to any method duly adopted by the Faculty Senate:

- | | |
|---|------------------|
| 29. English | Karen Kaplowitz |
| 30. Anthropology | Anru Lee |
| 31. History | Jonathan Epstein |
| 32. Security, Fire & Emergency Management | Robert Till |

- 33. Law, PS and CJA
- 34. English
- 35. Sciences
- 36. English

Heath Grant
 Adam McKible
 Francis Sheehan
 Alison Perry

- Eight (8) faculty alternates who may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent faculty representative:

1. Nicole Elias	5. Vacant
2. Ned Benton	6. Vacant
3. Shilpa Viswanath	7. Vacant
4. Vacant	8. Vacant

Higher Education Officers elected by the Higher Education Officers Council:

- 37. Catherine Alves (till Oct.4, then Jennifer Lorenzo)
- 38. Samuel Lopez
- 39. Rulisa Galloway-Perry
- 40. Cortanay Parker

- Two (2) Higher Education Officer alternates who may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent higher education officer representative:

1. Helen Keier	2. Jennifer Lorenzo
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Students

- 41. President of the Student Council
 - 42. Vice President of the Student Council
 - 43. Treasurer of the Student Council
 - 44. Secretary of the Student Council
 - 45. Elected At-Large Representative
 - 46. Elected graduate student representative
 - 47. Elected senior class representative
 - 48. Elected junior class representative
 - 49. Elected sophomore class representative
 - 50. Elected freshman representative
- Yarik Munoz
 Jamella Richmond
 In-Deria Barrows
 David Mao
 Tiffany Rodriguez
 Ruby Aguirre
 Jeff Mathew
 Najmul Islam
 Aneesa Thomas
 Valeria Pavia Marin

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

1. Terrell Murphy	3. Natalie Chan
2. Dor Nave	4. Carolina Vasquez

College Council Interim Executive Committee

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

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Allison Pease
- Vice President and Chief Operating Officer Mark Flower
- Interim Vice President for Enrollment Management and Student Affairs Daniel Matos
- President of the Faculty Senate Karen Kaplowitz
- Vice-President of the Faculty Senate Susan Pickman
- Two (2) other members of the Faculty Senate
 - 1. Jonathan Epstein
 - 2. Francis Sheehan
- President of the Higher Education Officers Council Catherine Alves
- Vice-President of the Higher Education Officers Council Jennifer Lorenzo
- Interim President of the Student Council Yarik Munoz
- Vice-President of the Student Council Jamella Richmond

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

Executive Committee of the College Council

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

The Executive Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Allison Pease
- Vice President and Chief Operating Officer Mark Flower
- Interim Vice President for Enrollment Management and Student Affairs Daniel Matos

Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i

1. Artem Domashevskiy
2. Heath Grant
3. Karen Kaplowitz
4. Joseph Maldonado
5. Francis Sheehan
6. Marie Springer

- 7. Vacant
- Two (2) higher education officers
 1. Catherine Alves
 2. Helen Keier
- Three (3) students
 1. Yarik Munoz
 2. Jamella Richmond
 3. Tiffany Rodriguez

Undergraduate Curriculum and Academic Standards Committee

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

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

- | | |
|---|---------------------------|
| • Interim Dean of Academic Programs (Chairperson) | Andrew Sidman |
| • Interim Vice President of Enrollment Management and Student Affairs | Daniel Matos |
| • Associate Dean of Academic Programs | Katherine Killoran |
| • Registrar | Shavonne McKiever |
| • The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years | |
| 1. Africana Studies | Crystal Endsley |
| 2. Anthropology | Rooseblinda Cardenas |
| 3. Art and Music | Roberto Visani |
| 4. Counseling and Human Services | Ma’at Lewis |
| 5. Criminal Justice | Gohar Petrossian |
| 6. Economics | Thomas Herndon |
| 7. English | Alexa Capeloto |
| 8. History | Fritz Umbach |
| 9. Interdisciplinary Studies Program (ISP) | Nina Fisher |
| 10. Latin American & Latinx Studies | Amada Santiago |
| 11. Law, Police Science & CJA | Penny Geyer |
| 12. Library | Jocelyn Castillo |
| 13. Mathematics & Computer Science | Fatma Najjar |
| 14. Modern Languages & Literatures | Cristina Lozano Arguelles |
| 15. Philosophy | Sergio Gallegos |
| 16. Political Science | Shreya Subramani |
| 17. Psychology | Kelly McWilliams |
| 18. Public Management | Judy-Lynne Peters |
| 19. Sciences | Angelique Corthals |
| 20. Security, Fire & Emergency Management | Robert Till |
| 21. SEEK | Virginia Diaz-Mendoza |
| 22. Sociology | Marisa Tramontano |

- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of at least 3.0.
 1. Vacant
 2. Anjalina Budhram
 3. Dor Nave

Committee on Student Interests

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

- | | |
|--|---|
| <ul style="list-style-type: none"> • Interim Assistant Vice President and Dean of Students
(Chairperson) • Director of Athletics • Interim Director of CSIL • Two (2) members of the faculty <ol style="list-style-type: none"> 1. Ellen Belcher 2. Pamela Livecchi • Six (6) students <ol style="list-style-type: none"> 1. Yanira Rivera 2. Brenda Tenezaca 3. Maria Castillo Cisneros 4. Hridta Islam 5. Ashley Tobar 6. Zain Chaudhry | <p>Danielle Officer</p> <p>Catherine Alves</p> <p>Makeda Jordan</p> |
|--|---|

Faculty-Student Disciplinary Committee

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty Student Disciplinary Committee shall consist of two (2) members of the faculty, or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), two (2) students and a chairperson who shall be a faculty member. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter, to receive training and to serve in rotation as chair of the Faculty Student Disciplinary Committee.
 1. Emily Haney-Caron
 2. Susan Pickman
 3. David Shapiro

- The full-time members of the faculty, as defined in the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
 1. Mustafa Demir
 2. Jennifer Holst
 3. Linda Humes
 4. Jose Olivo
 5. Gloria Proni
 6. Todd Stambaugh

- The HEO members shall be selected by lot from a panel of six (6) HEOs appointed biennially by the President, upon recommendation by the HEO Council.
 1. Justin Barden
 2. Jenise Reyes
 3. Alisa Thomas
 4. Sara Scaldaferry
 5. Janice Bravo
 6. Kristal Singh

- The student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
 1. Kim Lonzo
 2. Ashley Tobar
 3. Halla Albukhaiti
 4. Aneesa Thomas
 5. Daniel Oresanya
 6. Saja Khalil

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

Notwithstanding the above, in cases of sexual assault, stalking and other forms of sexual violence, the President shall designate from the panels one (1) chairperson, two (2) faculty/HEO members, and two (2) students, who shall be specially trained on an annual basis, and who shall constitute the Faculty Student Disciplinary Committee in all such cases.

Committee on Faculty Personnel

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

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

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Allison Pease
- Interim Dean of Faculty Angela Crossman
- Interim Dean of Academic Programs Andrew Sidman
- Associate Provost and Dean of Research Anthony Carpi
- Chairperson of each academic department
 - 1. Africana Studies Gail Garfield
 - 2. Anthropology Ed Snadjr
 - 3. Art and Music Claudia Calirman
 - 4. Counseling and Human Services Mickey Melendez
 - 5. Criminal Justice Evan Mandery
 - 6. Economics Geert Dhondt
 - 7. English Jean Mills
 - 8. History Stephen Russell
 - 9. Interdisciplinary Studies Susannah Crowder
 - 10. Latin American and Latinx Studies John Gutierrez
 - 11. Law, Police Science, and Criminal Justice Administration Heath Grant
 - 12. Library Ellen Sexton
 - 13. Mathematics and Computer Science Shweta Jain
 - 14. Modern Languages and Literatures Vicente Lecuna
 - 15. Philosophy Michael Brownstein
 - 16. Political Science Maxwell Mak
 - 17. Psychology Daryl Wout
 - 18. Public Management Jason Rivera
 - 19. Sciences Jennifer Rosati
 - 20. Security, Fire and Emergency Management Jay Gates
 - 21. SEEK Erica King-Toler
 - 22. Sociology Richard Haw
- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, who receive the highest number of votes in a general faculty election shall be the permanent at-large faculty representatives of the committee.
 - 1. Crystal Endsley Taylor
 - 2. Adam McKible
 - 3. John Staines
- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
 - 1. Simone Martin-Howard

2. Ali Kocak
3. Nicholas Petraco

Budget and Planning Committee

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or their designee, shall make quarterly financial reports to the Budget and Planning Committee. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Budget and Planning Committee shall consist of the following members:

- | | |
|--|--------------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Allison Pease |
| • Vice President and Chief Operating Officer | Mark Flower |
| • Interim Vice President for Enrollment Management and Student Affairs | Daniel Matos |
| • Vice President for Institutional Effectiveness and Strategy | Christopher Shults |
| • Assistant Vice President for Administration | Oswald Fraser |
| • Interim Dean of Academic Programs | Andrew Sidman |
| • Associate Provost for Strategy and Operations | Kinya Chandler |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Vice President for Institutional Advancement | Ketura Parker |
| • Interim Assistant Vice President for Finance | Helen Cedeno |
| • President of the Faculty Senate | Karen Kaplowitz |
| • Vice President of the Faculty Senate | Susan Pickman |
| • Two (2) members chosen by the Faculty Senate | |
| 1. Ned Benton | |
| 2. Raymond Patton | |
| • Chairperson of each academic department | |
| 1. Africana Studies | Gail Garfield |
| 2. Anthropology | Ed Snadjr |
| 3. Art and Music | Claudia Calirman |
| 4. Counseling and Human Services | Mickey Melendez |
| 5. Criminal Justice | Evan Mandery |
| 6. Economics | Geert Dhondt |
| 7. English | Jean Mills |
| 8. History | Stephen Russell |
| 9. Interdisciplinary Studies | Susannah Crowder |
| 10. Latin American and Latinx Studies | John Gutierrez |
| 11. Law, Police Science, and Criminal Justice Administration | Heath Grant |
| 12. Library | Ellen Sexton |
| 13. Mathematics and Computer Science | Shweta Jain |
| 14. Modern Languages and Literatures | Vicente Lecuna |
| 15. Philosophy | Michael Brownstein |
| 16. Political Science | Maxwell Mak |
| 17. Psychology | Daryl Wout |
| 18. Public Management | Jason Rivera |
| 19. Sciences | Jennifer Rosati |

- 20. Security, Fire and Emergency Management
- 21. SEEK
- 22. Sociology
- President of the Higher Education Officers Council, or designee
- Two (2) higher education officer representatives
 - 1. Rubina Shafi
 - 2. Shakia Brown
- President of the Student Council or designee
- Treasurer of the Student Council or designee
- Additional student representative
- Additional student representative
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
 - 1. Anthony Chambers
 - 2. Vacant

Jay Gates
 Erica King-Toler
 Richard Haw
 Catherine Alves

Yarik Munoz
 Jamella Richmond
 In-Deria Barrows
 Zephan Patterson

Financial Planning Subcommittee

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College’s Annual Financial Plan. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Vice President and Chief Operating Officer (Chairperson)
- Provost and Vice President for Academic Affairs
- President of the Faculty Senate
- Vice President of the Faculty Senate
- One (1) representative chosen by the Faculty Senate
- Chair of the Council of Chairs
- Vice Chair of the Council of Chairs
- One (1) representative chosen by the Council of Chairs
- President of the Higher Education Officers Council
- Student representative
- Student representative

Mark Flower
 Allison Pease
 Karen Kaplowitz
 Susan Pickman
 Ned Benton
 Michael Brownstein
 Stephen Russell
 Erica King-Toler
 Catherine Alves
 Yarik Munoz
 In-Deria Barrows

The Associate Provost of Strategy and Operations, Kinya Chandler, and the Interim Assistant Vice President for Finance, Helen Cedeno shall staff the subcommittee.

Strategic Planning Subcommittee

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Vice President for Institutional Effectiveness and Strategy (Chairperson) Christopher Shults
- Provost and Vice President for Academic Affairs Allison Pease
- Vice President and Chief Operating Officer Mark Flower
- President of the Faculty Senate Karen Kaplowitz
- Vice President of the Faculty Senate Susan Pickman
- Two (2) representatives chosen by the Faculty Senate
 1. Ned Benton
 2. Joseph Maldonado
- Chair of the Council of Chairs Michael Brownstein
- Two (2) representatives chosen by the Council of Chairs
 1. Stephen Russell
 2. Evan Mandery
- President of the Higher Education Officers Council Catherine Alves (till 10/4, then Jennifer Lorenzo)
- Two (2) student representatives:
 1. Yarik Munoz
 2. In-Deria Barrows

The Director of Institutional Research (vacant) and the Director of Institutional Assessment, Dyanna Pooley shall staff the subcommittee.

Committee on Graduate Studies

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

- Interim Dean of Academic Programs (Chairperson) Andrew Sidman
- Interim Vice President for Enrollment Management and Student Affairs Daniel Matos
- Interim Assistant Vice President and Dean of Students Danielle Officer
- BA/MA Director Diana Falkenbach
- Chief Librarian Ellen Sexton
- Graduate Program Directors
 1. Criminal Justice, MA Valerie West
 2. Criminal Justice, M.A (Online) Frank Pezzella
 3. Digital Forensics and Cybersecurity, MS Shweta Jain
 4. Economics, MA Ian Seda
 5. Emergency Management, MS Lucia Velotti
 6. Forensic Mental Health Counseling, MA Chitra Raghavan (F24);
Abbie Tuller (Su24);

- | | |
|---|---|
| 7. Forensic Psychology, MA | Kendra Doychak |
| 8. Forensic Psychology & Law, M.A./J.D. Dual-Degree Program (CUNY & NYLS) | Kendra Doychak |
| 9. Forensic Psychology BA/MA | Rebecca Weiss |
| 10. MA Advisor | Chelsea Mohammed |
| 11. MA CASAC Advisor | Vacant |
| 12. Forensic Science, MS | Marta Concheiro-Guisan; |
| 13. Human Rights, MA | Susan Kang; Charlotte |
| 14. International Crime and Justice, MA | Jana Arsovska; Rosemary
Barberet (Dep. Dir for Online) |
| 15. Health Care Inspection and Oversight, Adv. Certificate | David Shapiro |
| 16. Law & Public Accountability, MPA/JD Dual-Degree Program (CUNY) | David Shapiro |
| 17. MPA: Inspection and Oversight | David Shapiro |
| 18. MPA: Inspection and Oversight (Online) | David Shapiro |
| 19. Public Policy and Administration, MPA | Simone Martin-Howard |
| 20. Public Policy and Administration, MPA (Online) | Nicole Elias (Sp25) |
| 21. Public Policy and Protection Management, MPA/MS | Robert Till; Simone Martin-Howard |
| 22. Protection Management, MS | Robert Till |
| 23. Security Management, MS | Susan Pickman |
- Two (2) graduate students
 1. Ruby Aguirre
 2. Avijit Roy

Committee on Student Evaluation of the Faculty

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

- Four (4) full-time members of the faculty
 1. Keith Markus
 2. Christopher Hermann
 3. Daniel Martens Yaverbaum
 4. Sung-Suk Violet Yu
- Two (2) students
 1. Olami Ayebusiwa
 2. Parsva Shah

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

Provost Advisory Council

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

- | | |
|---|--------------------|
| • Provost and Vice President for Academic Affairs (Chairperson) | Allison Pease |
| • Associate Provost of Strategy and Operations | Kinya Chandler |
| • President of the Faculty Senate | Karen Kaplowitz |
| • Vice President of the Faculty Senate | Susan Pickman |
| • Chairperson of each academic department | |
| 1. Africana Studies | Gail Garfield |
| 2. Anthropology | Ed Snadjr |
| 3. Art and Music | Claudia Calirman |
| 4. Counseling and Human Services | Mickey Melendez |
| 5. Criminal Justice | Evan Mandery |
| 6. Economics | Geert Dhondt |
| 7. English | Jean Mills |
| 8. History | Stephen Russell |
| 9. Interdisciplinary Studies | Susannah Crowder |
| 10. Latin American and Latinx Studies | John Gutierrez |
| 11. Law, Police Science, and Criminal Justice Administration | Heath Grant |
| 12. Library | Ellen Sexton |
| 13. Mathematics and Computer Science | Shweta Jain |
| 14. Modern Languages and Literatures | Vicente Lecuna |
| 15. Philosophy | Michael Brownstein |
| 16. Political Science | Maxwell Mak |
| 17. Psychology | Daryl Wout |
| 18. Public Management | Jason Rivera |
| 19. Sciences | Jennifer Rosati |
| 20. Security, Fire and Emergency Management | Jay Gates |
| 21. SEEK | Erica King-Toler |
| 22. Sociology | Richard Haw |

Council of Undergraduate Program Coordinators

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

- | | |
|---|------------------------------|
| • Interim Dean of Academic Programs (Chairperson) | Andrew Sidman |
| • Coordinators of Undergraduate Majors | |
| 1. Anthropology | Shonna Trinch |
| 2. Applied Mathematics: Data Science & Cryptography | Hunter Johnson, Michael Puls |
| 3. Cell & Molecular Biology | Nathan Lents |
| 4. Computer Science and Information Security | Jennifer Holst |
| 5. Criminal Justice (B.A.) Crime Control and Prevention | Joel Capellan |
| 6. Criminal Justice (B.S.) | Anila Duro, Chris Hermann |
| 7. Criminal Justice Management (B.S) | Warren Eller |
| 8. Criminology (BA) | Carla Barrett |

9. Deviance, Crime and Culture (BA)	Marta-Laura Haynes
10. Dispute Resolution Certificate	Maria Volpe
11. Economics (BS)	Jay Hamilton
12. Emergency Services Administration (BS)	Paul Kearns
13. English (BA)	Paul Narkunas
14. Fire Science (BS)	Robert Till
15. Forensic Psychology (BA)	Jill Grose-Fifer
16. Forensic Science (BS)	Jennifer Rosati
17. Fraud Examination and Financial Forensics (BS)	Patrice Schiano Dial
18. Gender Studies (BA)	Olivera Jokic
19. Global History (BA)	Matt Perry
20. Humanities and Justice (BA)	Allison Kavey
21. Human Services and Community Justice (BS)	Katherine Stavrianopoulos
22. International Criminal Justice (BA)	Veronica Michel
23. Latin American and Latinx Studies (BA)	Brian Montes
24. Law and Society (BA)	Michael Yarbrough
25. Legal Studies (BA)	Maxwell Mak
26. Library	-
27. Philosophy (BA)	Amie Macdonald
28. Police Studies (BS)	Jon Shane, Arthur Storch
29. Political Science (BA)	Katie Zuber, Cam Silver, Janice Bockmeyer
30. Public Administration (BS)	Judy-Lynne Peters
31. Security Management (BS)	Robert McCrie
32. Sociology (BA)	Robert Garot (F24), Richard Ocejo (S25)
33. Spanish (BA)	Aida Martinez-Gomez, Maria Rossi
34. Toxicology (BS)	Shu-Yuan Cheng

Committee on Honors, Prizes and Awards

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

- Interim Vice President for Enrollment Management and Student Affairs (Chairperson) Daniel Matos
- Interim Assistant Vice President and Dean of Students Danielle Officer
- Senior Director for Student Affairs Vacant
- Three (3) full-time members of the faculty
 1. Melissa McShea
 2. Ashley Velez
 3. Kevin Wolff
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of 3.0. Student representatives shall not be seniors.
 1. Daniel Oresanya
 2. Andy Veras
 3. Brianna Sanchez

Special Committee of the College Council
(Reserved)

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

May 1, 2024

The College Council held its eighth meeting of the 2023-2024 academic year on May 1, 2024. The meeting was called to order at 1:50 p.m. and the following members were present:

In-person: Brian Montes, Charles Stone, Elton Beckett, Heath Grant, Jean Carmalt, Jonathan Epstein, Karen Kaplowitz, Maria (Maki) Habberfeld, Peter Diaczuk, Ray Patton, Robert Till, Vicente Lecuna, Stephen Russell, Joseph Maldonado, Mark Flower, Daniel Matos Samuel Lopez, Yarik Munoz, Folusho Adeoti, Rulisa Galloway-Perry, Janet Winter, Allison Pease, Andrew Sidman, Karol Mason, Helen Keier*, Elsa-Sofia Morote, Jeff Mathew, Jamella Richmond, Veronica Hendrick, Todd Stambaugh, Ned Benton*, Anthony Carpi*, Maria Arndt, Mohammad Islam, Patience Yeboah*, Sung-Suk (Violet) Yu.

Remotely: Anru Lee, Catherine Kemp, Chevy Alford, Francis Sheehan, Susan Pickman, Janice Johnson-Dias, Mucahit Bilici.

Excused: Gregory Sheppard, Catherine Alves, Nina Fisher, Angela Crossman*.

Absent: Esther Blum, Madhura Bandyopadhyay*, Marie Springer*, Jennifer Dysart*, Daniel Oresanya, Tiffany Rodriguez, Aneesa Thomas, Zhun Xu.

Guests: Joshwa Surujbhan, Kathy Killoran, Christopher Shults, Sergio Gallegos, Douglas Boettner, Angel Polanco, Myrna Forney, Shavonne McKiever (R), Kumar Ramansenthil (R), Marta Concheiro-Guisan (R), Mechthild Prinz (R), Melissa Dolan (R), Michael Lee (R).

* - Alternates
(R)- Remote

- I. Adoption of the Agenda
The motion was assumed by the chair and approved unanimously.
- II. Approval of the Minutes of the April 9, 2024 College Council
The motion was assumed by the chair and approved unanimously.
- III. Approval of Members of the College Council Committees
The motion was assumed by the chair and approved unanimously with the following updates to the member titles: Helen Cedeno is Interim Assistant Vice President for Finance, Kinya Chandler is Associate Provost for Strategy and Operation, and Shavonne McKiever is Registrar.
- IV. Graduation List – Class of 2024 (Attachment B) (Only Faculty Vote)- Registrar, Shavonne McKiever
The motion was made to approve the graduation list for the Class of 2024. The motion was seconded and approved unanimously.

- V. Commencement Awards 2023–2024 (Attachment C)- Interim Vice President for Enrollment Management and Student Affairs, Daniel Matos
The motion was made to approve the commencement awards 2023-2024. The motion was seconded and approved unanimously.

- VI. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments D1-D16) – Interim Dean of Academic Programs, Andrew Sidman

Programs

A motion was made to adopt the item marked D1. Revision of Accelerated Dual Admission Program (ADAP) in Forensic Science (BS Leading to the MS (approved by UCASC & CGS). The motion was seconded and approved unanimously.

A motion was made to adopt the item marked D2. Revision of the Minor in Psychology. The motion was seconded and approved unanimously.

New Courses

A motion was made to adopt item marked D3. PHI 3XX Latin American Philosophy (CO: JC II: Justice in Global Perspective). The motion was seconded and approved unanimously.

Course Revisions

A motion was made to adopt the item marked D4. PSY 378 Field Work in Psychology. The motion was seconded and approved unanimously.

A motion was made to vote on items D5-D16 as a slate:

D5. CSCI 171 The Nature of Computers and Computing (appd FC: Sci Wld)

D6. CSCI 101 Computer Literacy

D7. CSCI 172 Intro to Data Analysis

D8. CSCI 274 Computer Architecture

D9. CSCI 278 Software Applications for Office Management

D10. CSCI 373 Advanced Data Structures

D11. CSCI 375 Operating Systems

D12. CSCI 377 Computer Algorithms

D13. CSCI 379 Computer Networking

D14. CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I

D15. CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity II

D16. CSCI 411 Computer Security and Forensics

The motion was seconded and approved unanimously. A motion was made to adopt items D5-D16. The motion was seconded and approved unanimously.

- VII. Report from the Committee on Graduate Studies (Attachment E1-E3) –Interim Dean of Academic Programs, Andrew Sidman

Programs

A motion was made to adopt the item marked E1. Revision of the MA in Economics. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked E2. Revision of the MS in Security Management. The motion was seconded and approved unanimously.

Course Revisions

A motion was made to adopt the item marked E3. Bulk ECO Course Revisions (ECO 711, 731, 745,752, 794, 799). The motion was seconded and approved unanimously.

VIII. **Research Profile Presentation - Dean of Research, Anthony Carpi**

The Research Profile Report was presented to the Council.

IX. **College Council Calendar AY 2024-2025**

The Council reviewed the calendar of meetings for 2024-2025 academic year.

X. **New Business**

The Council decided that the "If Needed" dates will not be necessary.

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

COLLEGE COUNCIL ORIENTATION

2024-2025



Role of Council

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

Membership

Faculty: 30

Students: 10

Administration: 6

HEO-series: 4

Each group has “alternates” who can act if a regular member is absent.

What Does the Council Do?

- Primary governing body of John Jay College of Criminal Justice
- Makes policy decisions for the College
- Roberts Rules of Order are followed

Who Can Participate?

- All College faculty, staff and students may speak at College Council meetings.
- The meetings are open to the public (including the written minutes and a record of the final vote on each matter, as well as video if any member participated remotely).

College Council Agenda

- Agenda is prepared by the Executive Committee
- Only certain groups (Faculty Senate, Council of Chairs, HEO Council, Student Council, and College Council committees) can propose agenda items

Attendance

- If you expect to miss an upcoming meeting, notify the Secretary as soon as practicable. If advance notice is not given, the missed meeting counts as an absence.
- After two absences, leadership is notified. After three absences, the Executive Committee may decide that your position is vacant, and a replacement will then be found.
- Remote participation is not permitted unless you self-certify, in advance, that extraordinary circumstances prevent your in-person participation.
- The meeting may not proceed unless at least 26 members are present in-person.

COLLEGE COUNCIL QUORUM AND VOTING



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

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

John Jay College of Criminal Justice
Office of Academic Programs

Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to kkilloran@jjay.cuny.edu. (Or provide a Dropbox folder link)

1. **Date submitted:** 4/22/2024
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Anru Lee
 - b. Email address of proposer: alee@jjay.cuny.edu
 - c. Phone number: (212) 237-8571
3. **Name of graduate program, major, minor or certificate program being revised:**

Anthropology BA and Anthropology Minor

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: 9/15/2023
 - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Edward Snajdr, Chair, Department of Anthropology
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

Add AST 101 (Cultures and Societies in Asia: Global Issues) to the list of Anthropology Electives. We are also refreshing the list of electives in both programs to add courses developed over the past few years and remove two from the minor that have not been offered. We are also making two changes to the minor to adhere to the 'Guidelines for Minors' established by UCASC. ANT 101 will be the required course for the minor and students will have to take at least one 300-level or above ANT course.

6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)

AST 101 was developed by Anru Lee (Anthropology) and Toy-Fung Tung (English) to be the foundational course for the newly approved Global Asian Studies Minor. The Anthropology Department would like to include the course in the Anthropology Major and Minor as the course expands the Anthropology program's coverage of global cultures and lifeways with a focus on a particular culture area (Asia) in the world and connects this experience with current theory in social science. The additional changes to the minor are to be in compliance with UCASC's

guidelines.

7. How do these proposed changes affect other academic programs or departments?

a. Which program(s) or department(s) will be affected? N/A

8. Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:

UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments (coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>)

N/A

9. Please attach the current bulletin information for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

See below.

Anthropology, Bachelor of Arts

The major in Anthropology provides students with a strong foundation in Cultural Anthropology and the perspectives and expertise it offers: knowledge of regions, peoples, cultures, international/global issues; skills to research, analyze, communicate, work and use information in global, cross-cultural settings; and the values of respect and concern for other cultures and peoples. The major also provides students experience in applying that knowledge to social problems that affect their own communities.

Learning Outcomes. Students will:

- Have a broad-based familiarity with the theories, positions, methodologies and topic areas that occupy the discipline of Anthropology.
- Develop a sense of the major historical trends in Anthropology from its origins to the present, including the discipline's distinctive concern with humankind in all its aspects, the culture concept, cultural relativism, and ethnocentrism among other foundational ideas, the historical role of anthropology in relation to the colonized world, and the application of anthropological knowledge to the solution of human problems in global, cross-cultural settings.
- Understand and appreciate diversity in all its dynamic complexity, exploring the subject both at the level of the individual and of whole societies.
- Present a considered written interpretation of a passage from a primary source anthropological text, laying out the main conclusion(s) and the argument(s) that the text advances, evaluating their significance in relation to other arguments and positions within anthropology, and presenting a critical analysis of the text.
- Carry out a research project (fieldwork-based or library-based) that includes formulating and justifying a research question, collecting and analyzing data, and articulating conclusions.
- Work in fields that require a nuanced perception of cultural difference; the ability to analyze, contextualize and interpret culture/cultural behaviors and beliefs; and the ability to integrate multiple threads of inquiry into a comprehensive whole.

Credits.

Anthropology Major	36
General Education	42
Electives	42
Total Credits Required for B.A. Degree	120

Coordinator. Professor Shonna Trinch, Department of Anthropology
(212.237.8262, strinch@jjay.cuny.edu)

Advising information. [Anthropology Advising Resources Page](#) (including Sample Four Year Advising Plan)

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2018 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the [2017-18 Undergraduate Bulletin](#).

Foundational Course

Subtotal: 3 cr.

ANT 101 Intro to Anthropology

Advisors recommendation: [ANT 101](#) satisfies the Flexible Core: World Cultures and Global Issues area of the Gen Ed Program.

Part One. Topical Core

Subtotal: 12 cr.

Required

ANT 332 Race, Ethnicity, Class and Gender in Anthropological Perspective

Choose Three.

ANT 208 Urban Anthropology

ANT/ PSY 210 Sex and Culture

ANT 220 Language and Culture

ANT 315 Systems of Law, Justice and Injustice across Cultures

Part Two. Methods and Theory Core

Subtotal: 12 cr.

Required

ANT 305 Theory in Anthropology

ANT 325 Ethnographic Research Methods in Anthropology

ANT 327 Writing for a Multi-cultural World

ANT 405 Senior Seminar in Anthropology

Part Three. Anthropology Electives

Subtotal: 9 cr.

Choose three

ANT 212 Applied Anthropology

ANT/ PSY/ SOC 224 Death, Dying and Society

ANT/ ENG 228 Intro to Language

ANT 229 Global Asian Popular Culture

ANT 230 Culture and Crime

ANT 235 Environmental Anthropology

ANT/ PSY/ SOC 310 Culture and Personality

ANT 317 Anthropology of Development

ANT 319 Anthropology of Global Health

ANT 324 Anthropology of Work

ANT/ ENG 328 Forensic Linguistics

ANT 339 Asian American Identity and Struggles for Justice

ANT 330 American Cultural Pluralism, Justice and Law

ANT 340 Anthropology and the Abnormal

ANT 347 Structural Violence

ANT 380 Selected Topics in Anthropology

ANT 385 Faculty-Mentored Research in Anthropology

ANT 410 Independent Study

AST 101 Cultures and Societies in Asia: Global Issues

SSC 220 Writing in the Social Sciences

STA 250 Principles and Methods of Statistics

TOTAL CREDIT HOURS: 36

Anthropology Minor

Description. The minor in Anthropology provides students with exposure to the range of human variation across time and space and a comprehensive background in cross-cultural studies.

Rationale. A minor in Anthropology is excellent preparation for further study in any discipline that requires the ability to understand and deal with other cultures. Students are trained to integrate humanistic concerns with the cross-cultural perspective and analytic framework provided by anthropology. These skills will be particularly valuable for students planning careers in which an understanding of human behavior and cultural diversity is essential, including law enforcement, criminal justice, public policy, counseling, business, law and communications. Because of its breadth of outlook, anthropology also offers an ideal basis for those seeking a strong general education in an increasingly interdependent and multicultural world.

Credits required. 18

Minor coordinator. Professor Shonna Trinch, Department of Anthropology (646.557.4403, strinch@jjay.cuny.edu)

Requirements. The minor consists of 18 credits (six courses). All students take **ANT 101 and 15 credits (5 courses) chosen from the courses listed below. At least one course must be at the 300-level or above.** A maximum of two courses can overlap with a student's major, other minors or programs.

PART ONE. Required Course **Subtotal: 3 cr.** ~~Total Credits: 18 cr.~~

ANT 101 Introduction to Anthropology

PART TWO. Anthropology Electives **Subtotal: 15 cr.**

Choose ~~five six~~. **At least one course must be taken at the 300-level or above.**

ANT 101 Intro to Anthropology
 ANT/ SOC 110 Drug Use and Abuse
~~ANT 201 Culture Contact~~
 ANT 208 Urban Anthropology
 ANT/PSY 210 Sex and Culture
 ANT 212 Applied Anthropology
 ANT 220 Language and Culture
 ANT/ PSY/ SOC 224 Death, Dying and Society
ANT/ ENG 228 Intro to Language
 ANT 229 Global Asian Popular Culture
 ANT 230 Culture and Crime

ANT 235 Environmental Anthropology~~ANT 264 Anthropology and Alcohol Use~~

ANT 305 Theory in Anthropology

ANT/ PSY/ SOC 310 Culture and Personality

ANT 315 Systems of Law, Justice and Injustice across Cultures

ANT 317 Anthropology of Development

ANT 319 Anthropology of Global Health

ANT 324 Anthropology of Work

ANT 325 Ethnographic Research Methods in Anthropology

ANT 332 Race, Ethnicity, Class and Gender in Anthropological Perspective

ANT 339 Asian American Identify and Struggles for Justice

ANT 340 Anthropology and the Abnormal

ANT 347 Structural Violence and Social Suffering

ANT 380 Selected Topics in Anthropology

ANT 385 Faculty-Mentored Research in Anthropology

ANT 410 Independent Study

ANT 450 Major Works in Deviance and Social Control

AST 101 Cultures and Societies in Asia: Global Issues

TOTAL CREDITS: 18

John Jay College of Criminal Justice
Office of Academic Programs

Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to kkilloran@jjay.cuny.edu. (Or provide a Dropbox folder link)

1. **Date submitted:** April 15, 2024
2. **Department or program proposing these revisions:** Psychology
 - a. Name and contact information of proposer(s): Jill Grose-Fifer, Daryl Wout
 - b. Email address of proposer: jgrose-fifer@jjay.cuny.edu; dwout@jjay.cuny.edu
3. **Name of graduate program, major, minor or certificate program being revised:**
Forensic Psychology Major
4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: 4/12/24
 - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Jill Grose-Fifer
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

We wish to add PSY 282 (2 CR) or PSY 283 (3 CR) Introductory Undergraduate Research Experience in Psychology as an option to the major. This will increase the range of credits in the major.

Course Descriptions for both courses:

This course is designed to provide "hands-on" exposure to the research culture within a psychology lab at John Jay College. Under the close supervision of a faculty member students will learn how to engage in appropriate professional behavior within a research environment. The course will help students to understand ethical considerations in psychology research and will focus on the acquisition of basic skills needed to conduct empirical research. These might include how to work with raw data; manipulate a statistical database; collect data read interpret and critique research studies; and discuss and evaluate research ideas.

Prerequisite: [ENG 101](#), [PSY 101](#) and permission of the instructor

6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)

PSY 282 (2 credits) and PSY 283 (3 credits) offer important opportunities for experiential learning within a research lab in the Psychology Department for forensic psychology majors. Students who take these courses will be welcomed into a supportive lab micro-community where they will learn about the nuts and bolts of research practices, receive career guidance and mentoring, and will work collaboratively with other peers and graduate students. Including this course as an option in the major increases the visibility of this course, which has typically been under-enrolled. This course has minimal requisites and so will provide a large number of students (especially those at the stages of their academic journey who might not typically engage in research) greater access to experiencing life within a research lab. This in turn might increase the number and diversity of JJC Psychology Majors applying to graduate school. Engaging in research and group projects have also been shown to be high-impact practices that increase academic success and personal growth, especially among under-represented minority students.

7. **How do these proposed changes affect other academic programs or departments?**

- a. Which program(s) or department(s) will be affected?

NONE

8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:**

N/A

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

We want to add Part 6. Experiential Learning (optional)

PSY282 Introductory Undergraduate Research Experience (2 CR)

OR

PSY 283 Introductory Undergraduate Research Experience (3 CR)

If possible – also add following text:

Other experiential learning courses in the Forensic Psychology major include PSY 378 Fieldwork in Psychology and PSY 385/387 Supervised Research Experience in Psychology (General Electives – Part 3) and PSY 485 Advanced Research experience in Psychology (Capstone—Part 4).

Forensic Psychology, Bachelor of Arts

[UG Bulletin 2023-24 w changes]

The Forensic Psychology major is designed for students who are interested in the relationship between psychology and the criminal justice system. The mission of the Forensic Psychology major is to enhance students' understanding of individual behavior, in terms of its biological, cognitive, social and emotional components and their interaction, and its effects on the broader community. Students will learn to employ an empirical approach to understand human behavior. The major prepares students for a number of careers and graduate work in psychology, social work, law enforcement, or other criminal justice professions.

Learning Outcomes. Students will:

- Demonstrate knowledge of the historical and theoretical foundations of psychology, as well as key concepts, content, and research methods in the major sub-disciplines of psychology and in the field of “psychology and the law”.
- Demonstrate appropriate information literacy, including the ability to perform effective database searches.
- Demonstrate the ability to design an ethically appropriate psychological research study and analyze and interpret basic research data.
- Gather, read, synthesize and critique primary source psychological and psycho-legal literature.
- Communicate effectively through oral and written presentations and demonstrate appropriate use of APA style.
- Critically and skeptically evaluate psychological information and extend this critical thinking to one's own work and all aspects of life-long learning.
- Demonstrate an appreciation of contextual influences on individual behavior and diversity of perspectives, including those related to race, class, gender, sexuality, disability, nationality and culture.
- Recognize professional ethics inherent in different aspects of psychology, including forensic psychology.
- Demonstrate an appreciation of how psychology relates to real-life professional and personal situations.
- Demonstrate an awareness of the scope and entry qualifications of professional and graduate programs in psychology.

Credits Required.

Forensic Psychology Major	<u>43-55</u> 43-52
General Education	42

Electives 23-32 26-35
 Total Credits Required for B.A. Degree 120

Coordinator. Professor Jill Grose-Fifer (psychologyadvising@jjay.cuny.edu),
 Department of Psychology

Deputy Chair for Advising. Professor Preeti Chauhan
 (psychologyadvising@jjay.cuny.edu), Department of Psychology

Part-time Forensic Psychology advisor. Saira Tariq, Academic Advisement Center
 (stariq@jjay.cuny.edu)

Internship program. Students can receive practical experience in forensic psychology by enrolling in PSY 378, which offers fieldwork placements in such settings as hospitals for emotionally disturbed offenders, prisons and agencies related to the family court or otherwise offering treatment services to youthful offenders.

Baccalaureate/Master's Program in Forensic Psychology. Qualified undergraduate students may enter the BA/MA Program and thereby graduate with both a bachelor's and a master's degree in forensic psychology. For additional information, contact Professor **Diana Falkenbach** ~~Rebecca Weiss~~, Department of Psychology (646.557.4429 4406, bamadirector@jjay.cuny.edu).

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2011 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2010-2011 Undergraduate Bulletin.

FOUNDATION COURSES

SUBTOTAL: 3-6 CR.

Required

PSY 101 Intro to Psychology
 MAT 108 Social Science Mathematics
 OR
 MAT 141 Pre-calculus

MAT 108 or MAT 141 may not be needed depending on student's mathematics placement score.

*Advisors recommendation: PSY 101 can fulfill the Flexible Core: Individual & Society and MAT 108 or MAT 141 can fulfill the Required Core: Math & Quantitative Reasoning areas of the Gen Ed Program.

PART ONE. CORE COURSES

SUBTOTAL: 22 CR.

Required

PSY 200 Cognitive Psychology
 PSY 221 Social Psychology
 PSY 231 Developmental Psychology
 PSY 242 Abnormal Psychology
 PSY 311 Research Methods in Psychology
 PSY/ LAW 370 Psychology and the Law
 STA 250 Principles and Methods of Statistics

PART TWO. CORE ELECTIVES

SUBTOTAL: 6 CR.

Select two.

PSY 320 Brain and Behavior
 PSY 324 Sensation and Perception
 PSY 327 Learning and Memory
 PSY 329 History of Psychology
 PSY 352 Multicultural Psychology
 PSY 353 Theories of Personality

PART THREE. GENERAL ELECTIVES

SUBTOTAL: 6 CR.

Select two.

PSY 266 Understanding Addiction through Research
 PSY 332 Psychology of Adolescence
 PSY 333 Psychology of Gender
 PSY 336 Group Dynamics
 PSY 339 Key Concepts in Psychotherapy
 PSY/ CSL 342 Intro to Counseling Psychology
 PSY/ANT 345 Culture, Psychopathology and Healing
 PSY/ AFR 347 Psychology of Oppression
 PSY 355 Tests and Measures
 PSY 372 Psychology of Criminal Behavior
 PSY 373 Correctional Psychology
 PSY 375 Family Conflict and the Family Court
 PSY 378 Field Work in Psychology

OR

PSY 385 Supervised Undergraduate Research Experience in Psychology
 PSY 482 Selected Topics in Psychology

PART FOUR. CAPSTONE REQUIREMENTS

SUBTOTAL: 6 CR.

Select two.

PSY 421 Forensic Social and Experimental Psychology
 PSY 425 Seminar in Forensic Psychology
 PSY 430 Clinical Topics in Forensic Psychology
 PSY 476 Seminar in Psychological Analysis of Criminal Behavior
 PSY 485 Advanced Undergraduate Research Experience in Psychology

PART FIVE. HONORS THESIS IN FORENSIC PSYCHOLOGY (Optional)
SUBTOTAL: 0-6 CR.

PSY 4XX Honors Thesis I
PSY 4YY Honors Thesis II

PART SIX. EXPERIENTIAL LEARNING (Optional) SUBTOTAL: 0-3 CR.

PSY 282 Introductory Undergraduate Research Experience (2 CR)

OR

PSY 283 Introductory Undergraduate Research Experience (3 CR)

Note: Other experiential learning courses in the Forensic Psychology major include PSY 378 Fieldwork in Psychology and PSY 385/387 Supervised Research Experience in Psychology (see General Electives – Part 3) and PSY 485 Advanced Research experience in Psychology (see Capstone—Part 4).

John Jay College of Criminal Justice
Office of Academic Programs

Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to kkilloran@jjay.cuny.edu. (Or provide a Dropbox folder link)

1. **Date submitted:** April 24, 2024
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Carla Barrett
 - b. Email address of proposer: cbarrett@jjay.cuny.edu
 - c. Phone number: 212-237-8683
3. **Name of graduate program, major, minor or certificate program being revised:** Sociology, BA
4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: April 24, 2024
 - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Jana Arsovska

5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

Add SOC 364 Food Justice to the list of electives for the Sociology major

6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)

SOC 364 was originally designed for the Gen Ed curriculum. When the department recently redesigned the SOC major (removing the two specialization tracks) SOC 364 was inadvertently left off the Sociology Electives list. The department always intended to include SOC 364 on the list of Sociology Electives for the SOC major.

7. **How do these proposed changes affect other academic programs or departments?**

N/A

8. **Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:**

UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments

(coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>)

N/A

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

See below

Sociology, Bachelor of Arts

The major in Sociology will provide students with a comprehensive understanding of sociological theories and methodologies, as well as the research and analytical skills they need to work in and contribute to today's globally interconnected world. The major focuses on the globalized nature of our society and the intensification of inequalities and related demands for social justice. It harnesses the discipline of sociology's ability to put such social problems in their societal context for the purposes of understanding them and contributing to their resolution. Sociology at John Jay builds students' knowledge of theoretical explanations of the relationship between people and their society, fosters the skills necessary to research, analyze, and communicate information about social problems, and cultivates values of empathy and understanding towards diverse groups and unequal conditions. The major also prepares those students interested in additional study for graduate programs (MA or Ph.D.) in Sociology, the growing fields of Global Studies, Urban Planning, Urban Studies, other associated social science disciplines, and law school.

Learning Outcomes. Students will:

- Demonstrate a sociological imagination, i.e., the ability to see connections between local, personal experiences and larger global, societal forces, and between individual troubles and pervasive social problems, in a global context.
- Demonstrate an understanding of how inequalities based on perceptions of social difference (e.g. racial, class, gender, ability) have been created, maintained, and challenged over time and across place.
- Be able to test the veracity of research hypotheses and be able to formulate basic research questions to guide studies of societal behavior, processes, and institutions by using sociological methods of collecting evidence.
- Demonstrate familiarity with written works of classic and contemporary sociological theories that explain why people think and act as they do.
- Demonstrate an understanding and mastery of sociological concepts through writing, explanatory, and presentational skills.

Credits Required.

Sociology Major	36-39
General Education	42
Electives	39-42
Total Credits Required for B.A. Degree	120

MAT 141 Pre-Calculus

Advisor's recommendation: MAT 108 or MAT 141 may be used to fulfill the Required Core: Math and Quantitative Reasoning area of the General Education Program depending on students' math placement.

PART ONE. CORE COURSES

SUBTOTAL: 15 CR.

Required

SOC 101	Introduction to Sociology
SOC 232	Social Stratification
SOC 312	Classical Sociological Theories
SOC 315	Contemporary Sociological Theories
SOC 415	Senior Seminar in Sociology

PART TWO. RESEARCH METHODS

SUBTOTAL: 9 CR.

Required

STA 250	Principles and Methods of Statistics
SSC 325	Research Methods in Criminology and Sociology

Select one

SOC 324	Advanced Social Statistics
SOC 327	Advanced Sociological Methodology
SOC 328	Qualitative Research Methods
SOC 329	Evaluation Research
GEN 350	Feminist and Critical Methodologies

PART THREE. SOCIOLOGY ELECTIVES

SUBTOTAL: 12 CR.

Complete four courses – one of which must be at the 300 level or higher

SOC 201	Urban Sociology: The Study of City Life
SOC 202	Sociology of Families
SOC 206	The Sociology of Conflict and Dispute Resolution
SOC 209	Sociology of Work and Jobs
SOC 213	Sociology of Race and Ethnic Relations
SOC 215	Women and Social Control in the U.S.
SOC 222	Crime, Media and Public Opinion
SOC 227	Sociology of Mental Illness
SOC 240	Deviance and Conformity
SOC 243	Sociology of Sexualities
SOC 251	Sociology of Human Rights
SOC 252	Environmental Sociology
SOC 253	Sociology of Global Migration
SOC 275	Political Imprisonment
SOC 278/POL 278	Political Sociology
SOC 302	Social Problems
SOC 305	The Sociology of Law
SOC 308	The Sociology of Violence
SOC 310/ANT 310/PSY 310	Culture and Personality
SOC 343	Global Social Movements

SOC 346	Sport in Global Perspective
SOC 348	Abolition: From Slavery to Supermax
SOC 350	Social Change
SOC 354	Gangs and Transnationalism
SOC 360/ECO 360	Corporate and White-Collar Crime
SOC 364	Food Justice
SOC 377	Internships for Sociology
SOC 386	Selected Topics in Sociology
SOC 387	Faculty Mentored Research Experience in Sociology
SOC 420/CRJ 420	Women and Crime

TOTAL CREDIT HOURS: 36-39

John Jay College of Criminal Justice
Committee on Undergraduate Curriculum and Academic Standards

Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. **Date submitted:** Monday, April 15, 2024
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Professor Kimora
 - b. Email address of proposer: Kimora@jjay.cuny.edu
 - c. Phone number: 914-613-7824
3. **Name of major, minor or certificate program being revised:**

Corrections Minor
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: May 1, 2024
 - b. Name of department chair or major/minor coordinators approving this proposal:
Maria (Maki) Haberfeld
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

We propose to ADD COR 415 (Major Works in Corrections) to the list of course on the Corrections Minor catalog page from the Undergraduate Bulletin as well as on the web page that describes the Corrections Minor.

We are also adding some structure to the minor, so the requirements are clearer to students. We are also listing the 300-level course options and removing courses that have not been offered.
6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)

Currently, COR 401 (Evaluating Correctional Methods and Programs) has NOT been offered at John Jay since 2011. This is a required course for the Minor in Corrections. Students do not often realize this and so they skip the Minor in Corrections. They also do not know that the Registrar will substitute COR 415 for COR 401. If we list COR 415 as another option, this is likely to INCREASE the number of students who will choose a Minor in Corrections.

Re-organizing the minor will make it more transparent to students and also give students a clear path to complete it in DegreeWorks. Listing the courses will show students their choices of the available Corrections courses. Two experimental 300-level courses are typically available that are being prepared for governance approval: COR 395 Correctional Education: Policy, Programs and Issues and COR 387 Corrections and Media. These will be added when the courses are approved.

7. How do these proposed changes affect other academic programs or departments?

- a. Which program(s) or department(s) will be affected? None

8. Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:

UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments (coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>)

9. Please attach the current bulletin information for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

See below.

Corrections Minor

[from UG Bulletin 2023-24 w/changes}

Description. The Corrections minor exposes students to important concepts in corrections and promotes an understanding of the correctional environment. Minor courses also introduce students to all aspects of careers in corrections. Additionally, the minor aims to equip students with a better understanding of current social problems.

The Corrections minor combines a focus on classical theories of penology with developing ideas and approaches, as well as with contemporary strategies for dealing with offenders after they have been convicted and while awaiting trial. Emphasis is placed on helping students to become critical thinkers in general and about corrections in particular. A primary goal of the minor is to help students focus on the end process of the criminal justice system by helping them understand the nature and consequences of processing offenders through the system. Students will be exposed to such important topics as incarceration, community supervision, treatment of offenders, rehabilitation and the reintegration process.

Rationale. The minor provides solid preparation for graduate work in the field of criminal justice, public administration, policy making in civil service and the social sciences in general. As can be seen from the corrections courses offered, the program provides a solid understanding of theory and research related to corrections as well as criminal justice. The curriculum emphasizes the development of analytical and research skills that prepare students to effectively meet everyday challenges in the criminal justice system and in corrections. Coursework is designed in a scaffolded manner from the introductory level to the capstone seminar, and aims to integrate theory with practice, while using critical approaches to discuss competing strategies in correction practice.

Credits required. 18

Minor coordinator. Professor Kimora, Department of Law, Police Science and Criminal Justice Administration (kimora@jjay.cuny.edu)

Requirements. The minor requires 18 credits (six courses) in corrections courses (those with the COR course prefix). Four courses are required, two are electives at the 300-level or above. A maximum of two courses can overlap with a student's major, other minors or programs.

~~In order to make the best out of the minor while complying with its above stated mission, it is suggested that students seeking to minor in Corrections take the courses below in the order in which they are listed.~~

PART ONE. REQUIRED COURSES SUBTOTAL: 12 CR.

COR 101 Introduction to Corrections
 COR 201 The Law and Institutional Treatment
 COR 282 Principles of Correctional Operations
COR 415 Major Problems in Corrections
~~COR 401 Evaluating Correctional Methods and Programs~~

PART TWO. UPPER-LEVEL CORRECTIONS COURSES
SUBTOTAL: 9 CR.

Select two. Any Two 300-level or above Corrections Courses

COR 303 Comparative Corrections Systems (offered regularly)
COR 310 Fieldwork in Corrections I
COR 320 Race, Class, and Gender in Correctional Context (offered regularly)
COR 380 Selected Topics in Corrections
COR 385 Faculty-Mentored Research Experience in Corrections
COR 389 Independent Study 300-level

Total Credits: 18

John Jay College of Criminal Justice
Committee on Undergraduate Curriculum and Academic Standards

Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. **Date submitted:** April 30, 2024
2. **Department or program proposing these revisions:** English
 - a. Name and contact information of proposer(s): Alexa Capeloto and Madhura Bandyopadhyay
 - b. Email address of proposer: acapeloto@jjay.cuny.edu and mbandyopadhyay@jjay.cuny.edu
 - c. Phone number: 646-557-4546
3. **Name of major, minor or certificate program being revised:**

English Minor
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: April 30, 2024
 - b. Name of department chair or major/minor coordinators approving this proposal: Jean Mills (English Department chair) and Veronica Hendrick (English Minor coordinator)
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

We are proposing to add **HUM 214 Writing in the Humanities: Writing for Real Life** and **ENG 335 Advanced Professional Writing in Business, Management, and Administration** as electives to the English minor.

6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)

In 2023 HUM 214 was added as an elective to the English Major and should simultaneously have been added to the English Minor, since the Major and Minor share electives. We neglected to submit a program revision form for the Minor and so are rectifying that now. Please refer to the 2023 Program Revision Form for adding HUM 214 to the English Major (which we can provide if requested).

ENG 335 was revised last year to make it more distinct and complex in relation to the 200-level course ENG 235: Writing for Management, Business, and Public

Administration, which is already an elective in the Major/Minor. In what essentially was also an oversight, we did not ask to add ENG 335 as a Major/Minor elective as part of the course revision. We are submitting a separate program revision form for adding it to the Major. Please see the 2023 Course Revision Form for ENG 335 (also can be provided).

7. How do these proposed changes affect other academic programs or departments?

- a. Which program(s) or department(s) will be affected?

Under this revision these two courses would simply be additional options for English Minors as they complete their electives. They both align with the following English Minor Learning Outcomes, as described below:

- Learn to read critically.
- Learn to form interpretations.
- Learn to make arguments based on evidence.
- Learn to express themselves clearly, concisely, and creatively.
- Learn to perfect editing and revision skills.

HUM 214 focuses on close reading, genre awareness, use of secondary sources to make critical arguments, and clear and persuasive communication. Students work on mastering critical thinking skills, sentence fluency, language mechanics, and knowledge of disciplinary writing conventions, which helps them succeed at writing in advanced coursework, capstone projects, and in internships and jobs after graduation.

ENG 335 focuses on rhetorical reading strategies to find, evaluate, summarize and synthesize research from professional sources, form interpretations and evidence-based arguments and report synthesized explanations using data. Students learn to use clear and concise writing style and the mechanics and conventions appropriate to professional writing situations, use advanced revision strategies and employ written, visual and oral rhetorical strategies appropriate for multimodal and digital texts and oral presentations.

8. Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:

UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments (coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>)

We have consulted with representatives from our department, including our Minor Coordinator, Chair, as well as with Program Directors for the Writing Across the Curriculum Program and Vertical Writing Program. We believe that the addition of these courses as electives in our Minor will help our students

succeed in both their academic careers and beyond graduation.

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

Please see attached bulletin information with the two electives, noted in red, added to the "Writing" section of Part Two

English Minor

[UG Bulletin 2023-24 w changes]

Description. Students who have found their required English and Literature courses exciting may continue their exploration of texts (including films and other genres in popular culture) and develop their voices in a variety of written forms in the English minor. The minor offers students the opportunity to broaden their experience of literary study, improve their critical thinking skills, and advance their skills in analytical, expository and/or creative writing.

Learning Outcomes. Students will:

- Learn to read critically.
- Learn to form interpretations.
- Learn to make arguments based on evidence.
- Learn to express themselves clearly, concisely, and creatively.
- Learn to perfect editing and revision skills.

Rationale. The study of literature and the practice of expository and creative writing strengthen important skills while engaging students in significant historical, ethical and aesthetic debates. Students who study literature learn to read critically, form interpretations, and make arguments based on evidence. Students who study writing learn to express themselves clearly, concisely and creatively while also perfecting their editing and revision skills. Students who pursue the minor in English will graduate with an increased command of language and with incisive critical skills that will serve them well in their chosen career or post-graduate work.

Credits required. 18-19.

Minor coordinator. Professor Veronica Hendrick (vhendrick@jjay.cuny.edu).
Department of English

Additional Information. Students who enrolled for the first time at the College in September 2008 or thereafter must complete the minor in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the minor. A copy of the earlier version can be obtained in the 2007–2008 Undergraduate Bulletin, available at <http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20072008.pdf>.

Requirements. To receive a minor in English a student must complete 18 credits with at least 3 credits at or above the 300-level. Students may apply a maximum of two 200-level, general education literature courses ([LIT 230](#), [LIT 231](#), [LIT 232](#), [LIT 233](#), [LIT 236](#), [LIT 237](#), [LIT 239](#)) toward the minor. Every student must take [LIT 260](#) Introduction to Literary Study to earn the minor in English. A maximum of two courses can overlap with a student's major, other minors or programs.

Part One. Required Course

Subtotal: 3 cr.

LIT 260	Introduction to Literary Study
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Part Two. Electives

Subtotal: 15 cr.

Select five

At least one course must be at or above the 300-level.

The following list is illustrative and not exhaustive. Students should consult the current course schedule for offerings in Literature [LIT] and English [ENG]. These will include literature, film, and writing courses. Students who transfer in courses in these areas should consult with the Minor Coordinator.

Literature

LIT 203	New York City in Literature
LIT 204	Outlaws
LIT 212	Literature of the African World
LIT 219	The Word as Weapon
LIT 223/AFR 223	African-American Literature
LIT 239	Science in the Making
LIT 230	Ancient Literature: Expressions of the Living Past
LIT 232	Reading the Modern World
LIT 233	This is America: Stories of Promise, Power, and Protest
LIT 236	Literary Perspectives on Culture & Globalization

LIT 237	Literature as Witness
LIT 243	Rights, Wrongs and Literature in Action
LIT 265	Foundations of U.S. Latinx Literature
LIT 267	Latinx Horror and Gothic in Literature and Film
LIT 268	Latinx Graphic Novel
LIT 270	Reading and Writing Children's Literature
LIT 275	The Language of Film
LIT 283	New York City in Film
LIT 284	Film and Society
LIT 285	The Rebel in Film
LIT 286	The Horror Film
LIT 287	Selected Topics in Literature
LIT 300	Text and Context
LIT 305	Foundations of Literature and Law
LIT 309	Contemporary Fiction
LIT 311	Literature and Ethics
LIT 313	Shakespeare
LIT 314	Shakespeare and Justice
LIT 315	American Literature and the Law
LIT 316	Gender and Identity in Literary Traditions
LIT 319	Law and Justice in European Medieval Literature
LIT 323	The Crime Film

LIT 324	Road Movies
LIT 325	Science Fiction Film
LIT 326	Crime, Punishment and Justice in U.S. Literature
LIT 327	Crime, Punishment and Justice in World Literature
LIT 328	Film Criticism
LIT 329	Documentary Film and Media
LIT 331	Steven Spielberg
LIT 342	Perspectives on Literature and Human Rights
LIT 344	Caribbean Literature and Culture
LIT 346	Cultures in Conflict
LIT 348	Native American Literature
LIT 352	New Fiction
LIT 353	Comic Books and Graphic Novels: Investigating a Literary Medium
LIT 357	Latinx Street Literature
LIT 360	Mythology in Literature
LIT 362	The Bible as Literature
LIT 366	Writing Nature: Literature and Ecology
LIT 370	Topics in Ancient Literature
LIT 371	Topics in Medieval Literature
LIT 372	Topics in Early Modern Literature
LIT 373	Topics in Seventeenth- and Eighteenth-century Literature
LIT 374	Topics in Nineteenth-century Literature

LIT 375	Topics in Twentieth-century Literature
LIT 379	Selected Historical Topics in Literature
LIT 380	Advanced Selected Topics in Literature
LIT 383	Gender and Sexuality in U.S. Latinx Literature
LIT 389	Independent Study 300-level
LIT 400	Senior Seminar in Literature
LIT 401	Special Topics
LIT 405	Senior Seminar in Literature and Law
LIT 409	Seminar in U.S. Latinx Literature
LIT 489	Independent Study 400-level
LLS 270	Afro-Latinx Literature
LLS 273	Latinx Film and Media
LLS 362	Entangled Tongues: Bilingualism in U.S. Latinx Literature
LLS 363	Il-Legal Subjects: U.S. Latinx Literature and the Law
LLS 364	Ethical Strains in U.S. Latinx Literature

Writing

ENG 212	Introduction to Creative Writing
ENG 215	Poetry Writing and Reading
ENG 216	Fiction Writing
ENG 221	Screenwriting for Film, Television, and Internet
ENG 228/ANT 228	Introduction to Language
ENG 230	Journalism in the 21st Century

ENG 233	News Reporting and Writing
ENG 235	Writing for Management, Business and Public Administration
ENG 242	Contemporary Media in Everyday Life
ENG 245	Creative Nonfiction
ENG 247	Creative Expression and Human Nature
ENG 250	Writing for Legal Studies
ENG 255	Argument Writing
ENG 260	Grammar, Syntax, and Style: Writing for All Disciplines
ENG 313	Advanced Fiction Writing
ENG 316	Advanced Argument Writing and Response: Theory and Practice
ENG 320	Writing Workshop in Autobiography: An Eye on the Self
ENG 328/ANT 328	Forensic Linguistics: Language as Evidence in the Courts
ENG 334	Intermediate News Reporting and Writing
<u>ENG 335</u>	<u>Advanced Professional Writing in Business, Management and Administration</u>
ENG 336	Digital Journalism
ENG 346	Feminist Rhetorics: Histories, Intersections, Challenges
ENG 350	Advanced Legal Writing: Advocacy and Oral Argument
ENG 363	Podcasting: Social Impact, Style and Practice
ENG 380	Selected Topics in Creative Writing
<u>HUM 214</u>	<u>Writing in the Humanities: Writing for Real Life</u>

TOTAL CREDIT HOURS: 18-19

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

New Course Proposal Form

Date Submitted: January 24, 2023

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

1. a. **Department(s) or program(s)** proposing this course: Counseling and Human Services

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

Original Proposer: Stephanie Simpson, M.A.

Email: stsimpson@jjay.cuny.edu

Phone number(s): 860-712-4836

Primary Proposer: Sadie Huang, M.A.

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

Phone number(s): 347-404-3061

2. a. **Title of the course: Health and Nutrition**

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Health & Nutrition

c. **Level** of this course ___100 Level X 200 Level ___300 Level ___400 Level

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

The course investigates the relationship between health and nutrition from a scientific lens. It explores at a deeper level, the key nutrients and their effect on energy balance. Using this knowledge, students will analyze their own health and nutrition habits, as well as the habits, policies, and programs in the communities around them. Between the weekly discussion board posts and the two contemporary food culture research papers, the course meets the 6-page (1500 word count) writing requirement for a 200 level course.

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

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

Proper nutrition is essential for the optimization of one's health. In order for students at John Jay College to be able to learn, grow, and show up at their best, they need to be aware and informed on how certain nutritional habits and patterns may impact them energetically, physiologically, and chemically in both the short-term and long-term, as poor nutrition habits can lead to illness and disease.

This course will teach students about the relationship between health and nutrition through a scientific lens. The course will break down key macro and micro-nutrients and their effects on energy balance and healthy living. The course is designed to be interactive so that students are not only understanding their own nutrition habits and patterns, but are also able to analyze policies, programs, and initiatives in the communities around them. Having this knowledge will empower the students to be critically engaged and global citizens.

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

This course invites students to explore the relationship between health and nutrition from a contemporary and functional approach. Based in science, we will cover key macro and micro-nutrients, and their effects on health, energy balance, weight management, and disease/illness, etc. by analyzing the process of digestion, absorption, and metabolism. In addition, we will cover proper nutrition throughout the different life stages. We will evaluate and assess how these concepts apply not only to your own lives, but also to lives and communities around you - identifying where there are areas for growth and development from a socio-economic, anti-racist, and global perspective.

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

6. Number of:
- Class hours 3
 - Lab hours 0
 - Credits 3

7. Has this course been taught on an **experimental basis**?
 No Yes. If yes, then please provide:

- Semester(s) and year(s):
- Teacher(s):
- Enrollment(s):

d. Prerequisites(s):

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

Upon completion of the course students will:

1. Understand the relationship between health and nutrition from a scientific lens.
2. Identify, evaluate, and articulate the scientific foundation of how nutrition plays a key-role in one's health and well-being, through the study of macro and micro-nutrients, the digestive system, and the function of important organs that assist in the regulation of nutrient utilization.
3. Gather, interpret, and assess information from a variety of sources and points of view as they relate to proper nutrition throughout the different Life Stages.
4. Produce well-reasoned written and/or oral arguments using evidence to highlight the relationship that health and nutrition science or formal analysis have to a contemporary nutritional science issue and how that can be used to develop solutions.
5. Evaluate evidence and arguments critically or analytically regarding the importance of health and nutrition in diverse communities through a socio-economic, anti-racist, and global perspective.

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

No Yes

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

Health, Wellness and Physical Education Minor Elective, Part Three.

10. Will this course be part of JJ's **general education program**?
No Yes If yes, please indicate the area:

Flexible Core:

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

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

The course examines the relationship between health and nutrition through a scientific lens. It requires students to understand key macro and micro-nutrients from a cellular level and their effects on health, energy balance, weight control, and disease/illness by analyzing the process of digestion, absorption, and metabolism. It also takes a global perspective and asks the students to gather, interpret, and assess programs and policies in the communities around them using these scientific principles.

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

Students' understanding of the scientific principles (**LO 1**) will be assessed weekly by short quizzes based on the readings from the textbook and other materials. Students' ability to gather, interpret, and evaluate multiple viewpoints (**LO 3**) will be assessed weekly through short discussion board posts with prompts that are taking the scientific principle being discussed that week and relating them to the current community, culture, and policy.

Additionally, students will be asked to find a minimum of 2-3 contemporary articles related to a traditional dish and/or culinary traditions that have shaped their upbringing and cultural identity. Students will analyze the importance of health and nutrition in diverse communities through a socio-economic, anti-racist, and global perspective (**LO 2 + 5**). The contemporary food culture research papers will be a minimum of 2 pages each, and will include a discussion section where they will demonstrate the understanding of their findings and the integration of knowledge and learning from the articles reviewed for the paper.

As a final group project, students will select a contemporary social issue related to health and nutrition (**LO 4**) e.g. obesity amongst metropolitan college students, malnutrition and eating disorders in dancers, nutrition disparities experienced in the transgender population, etc. within a community of their interest and provide evidence of the problem. They will examine these issues alongside formal analysis and formulate new solutions. This will be a visual and oral presentation which will also involve an interactive component where the group will engage with their classmates through the use of questions/prompts for the class, survey, activity/response, etc.

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

No _____ Yes _____

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

“Professor Bladek walked me through the different databases JJC has that support the course, specifically the assignment of finding 2 contemporary articles throughout the semester and writing research papers.” - S. Simpson

Did you check the existing **OER** (Open Educational Resources) to support teaching of this course?

<https://guides.lib.jjay.cuny.edu/oer/ijoer>
<https://johnjaoer.commons.gc.cuny.edu/oer-faculty/>

No _____ Yes X

Are there adequate resources in the library to support students’ work in the course?
(Please check all that apply):

X OneSearch (the library discovery tool)
_____ eBooks

Subject specific library databases:

_____ Academic Search Complete _____ Gale Reference Sources
_____ NexisUni _____ PsycInfo
_____ Criminal Justice Abstracts _____ Sociological Abstracts

Other (list them here) _____ Approved Library databases and subscriptions are: The New York Times, The Wall Street Journal, the Health Policy Reference Center Database, magazine and/or newspaper articles from the Heath. + Medicine Database, and the NYC Health Database

Are there existing library Research Guides to support your class?
<https://guides.lib.jjay.cuny.edu/>

No _____
Yes X

If you have any acquisitions suggestions (print/electronic/media) for the library list them here (or attach a separate compilation).

13. Syllabus – see below

14. Date of **Department curriculum committee** approval: Tuesday January 17, 2023
15. **Faculty - Who** will be assigned to teach this course? Prof. Sadie Huang
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
 No
 Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
 Not applicable
 No
 Yes. If yes, give a short summary of the consultation process and results.

“Met with the Chair of the Science department, Professor Shu-Yuan Cheng on October 4, 2022 to discuss ideas for the course at the beginning of the process. Prof. Cheng liked the overall concept of the course, the different forms of assessing student knowledge, and recommended language to be integrated into the course description and learning objectives based on other science department courses.” - S. Simpson

“Met with Director of Health and Emergency Funding Services, Malaine Clarke on November 3, 2022 to get feedback on the course syllabus. Prof. Clarke made recommendations for sequencing different topics in an order that creates a better flow for student understanding. In addition, she suggested additional guidelines for the final food log and research paper.” - S. Simpson

“Met with Director of Educational Partnerships and General Education, Wynne Ferdinand on September 21, 2023 for feedback on the last revision from April 16, 2023 by Instructor, Stephanie Simpson. She noted the food log assignment may not fully align with the learning objectives. Wynne also shared ways of incorporating OER into the course syllabus and invited me to join the Intro to OER meeting on October 4, 2023.” - S. Huang

“Met with Professor Angelique Corthals from the Department of Science on March 22, 2024 for input on how to address the scientific world outcomes in this course. The suggestion is to allow the importance of health and nutrition in diverse communities through a socio-economic, anti-racist, and global perspective (LO 5) be more forward while finding ways to weave in the fundamental principles of health and nutrition. We explored different ways on how this can be presented.” - S. Huang

“Met with the Chair of the Science Department, Professor Shu-Yuan Cheng on April 3, 2024 to share updates to the course syllabus and to brainstorm ways for balancing the collective feedback gathered from 2022 - present.” - S. Huang

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

No

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

19. Approvals:

Katherine Stavrianopoulos, Ph.D.

Chair, Proposer's Department

Major or Minor Coordinator (if necessary)

Chair or Major Coordinator, Affiliated Department (if necessary)

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	John Jay College of Criminal Justice
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	PED 2XX
Course Title	Health and Nutrition
Department(s)	Counseling and Human Services
Discipline	Health and Physical Education
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 101
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	This course invites students to explore the relationship between health and nutrition from a contemporary and functional approach. Based in science, we will cover key macro and micro-nutrients, and their effects on health, energy balance, weight management, and disease/illness, etc. by analyzing the process of digestion, absorption, and metabolism. In addition, we will cover proper nutrition throughout the different life stages. We will evaluate and assess how these concepts apply not only to your own lives, but also to lives and communities around you - identifying where there are areas for growth and development from a socio-economic, anti-racist, and global perspective.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended – SEE ATTACHED
Indicate the status of this course being nominated:	
<input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed	
CUNY COMMON CORE Location	
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)	
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression
E. Scientific World	

A Flexible Core course **must meet the three learning outcomes** in the right column.

Assignments that assess the learning outcome:

Contemporary Food Culture Research Papers:

The intention of this assignment is for students to practice gathering, interpreting, and evaluating articles that relate to the importance of health and nutrition in diverse communities through a socio-economic, anti-racist, and global perspective. They will demonstrate their understanding of each article through a research paper, which will include a discussion section where students will demonstrate the understanding of their findings and the integration of knowledge and learning from the collective articles reviewed.

Students will select a traditional dish and/or culinary traditions that have shaped their upbringing and cultural identity. They will be required to use the Library databases and resources to find contemporary articles (published within the last 5 years) relevant to the health and nutrition topics being covered in class through a culturally diverse, inclusive, and global perspective.

The research paper will highlight the main points and supporting details of each article gathered, followed by an analysis evaluating and assessing the arguments as they relate to the concepts being explored in class which includes the course textbook, lectures, and/or class discussions/exercises, as additional evidence.

The discussion section of the research paper should demonstrate the student's ability as a researcher to think critically about the issues proposed in each article and any implications found through their research or other related areas of study. This is also an area where they may propose possible improvements for the concerns or identify areas for further exploration, discovered through their research.

Papers will be in APA format. Approved Library databases and subscriptions are: The New York Times, The Wall Street Journal, the Health Policy Reference Center Database, magazine and/or newspaper articles from the Health and Medicine Database, and the NYC Health Database. The first

- Gather, interpret, and assess information from a variety of sources and points of view.

<p>article, research, and response paper is due by the end of Week 5 and the second one is due by the end of Week 10.</p>	
<p>Assignments that assess the learning outcome:</p> <p>Final Group Project:</p> <p>The intention of this assignment is for students to 1) identify a contemporary nutritional science issue 2) work in a collaborative environment and 3) practice gathering data and evaluate evidence of the above issue 4) to analyze and articulate their findings in relation to health and nutrition science or formal analysis 5) offer new solutions, through a visual and oral presentation.</p> <p>Students are to work collaboratively in a group no less than 4 and no more than 6. The exact topic will be approved by the instructor. Students will put together a visual and oral presentation using a PowerPoint. There will be 9 slides minimum. There will be an interactive component where the group will engage with their classmates through the use of questions/prompts for the class, survey, activity/response, etc.</p>	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
<p>Assignments that assess the learning outcome:</p> <p>Weekly Discussion Board Posts:</p> <p>The intention of these discussions is for students to respond to prompts based on the reading topics and scientific principles of the corresponding week and integrate them into current societal and cultural trends, news, and policies, etc. as well as practice effective communication practices and create community within the class.</p> <p>Each prompt will be in the form of a question. Students are to read the weekly prompt on Blackboard and/or BrightSpace. They will post an individual response to the prompt and respond to at least one (1) peer, by its given due date.</p> <p>The response to peer(s) should be thoughtful, engaging, and move the conversation forward. Examples of a quality response will include (but not limited to) asking questions, offering new information, a new perspective, and/or new solution,</p>	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>etc. Posts will be assessed based on the ability to produce well-written evidence to support conclusions.</p>	
<p>A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:</p>	
<p>LO #1: Understand the relationship between health and nutrition from a scientific lens.</p> <p>Assignments that assess the learning outcome:</p> <p>Weekly Quizzes:</p> <p>The intention of these weekly quizzes is to assess that the students are understanding the science and scientific principles being taught in each chapter and/or its corresponding readings.</p> <p>There will be timed quizzes given via Blackboard and/or BrightSpace on a weekly basis based on the textbook to assess the understanding of the foundational concepts and scientific methods of the course. Students will have a certain amount of time from starting the quiz/assessment to complete it in its entirety by a specific due date.</p>	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
<p>LO #4: Produce well-reasoned written or oral arguments using evidence to highlight the relationship that science and technology have to a contemporary social issue and how that can be used to develop solutions.</p> <p>Weekly Discussion Board Posts:</p> <p>The intention of these discussions is for students to respond to prompts based on the reading topics and scientific principles of the corresponding week and integrate them into current societal and cultural trends, news, and policies, etc. as well as practice effective communication practices and create community within the class.</p> <p>Each prompt will be in the form of a question. Students are to read the weekly prompt on Blackboard and/or BrightSpace. They will post an individual response to the prompt and respond to at least one (1) peer, by its given due date.</p> <p>The response to peer(s) should be thoughtful, engaging, and move the conversation forward.</p>	<ul style="list-style-type: none"> Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.

<p>Examples of a quality response will include (but not limited to) asking questions, offering new information, a new perspective, and/or a new solution, etc. Posts will be assessed based on the ability to produce well-written evidence to support conclusions.</p> <p>Final Group Project:</p> <p>The intention of this assignment is for students to 1) identify a contemporary nutritional science issue 2) work in a collaborative environment and 3) practice gathering data and evaluate evidence of the above issue 4) to analyze and articulate their findings in relation to health and nutrition science or formal analysis 5) offer new solutions, through a visual and oral presentation.</p> <p>Students are to work collaboratively in a group no less than 4 and no more than 6. The exact topic will be approved by the instructor. Students will put together a visual and oral presentation using a PowerPoint. There will be 9 slides minimum. There will be an interactive component where the group will engage with their classmates through the use of questions/prompts for the class, survey, activity/response, etc</p>	
	<ul style="list-style-type: none"> ● Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> ● Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
<p>LO #5: Evaluate evidence and arguments critically or analytically regarding the importance of health and nutrition in diverse communities through a socio-economic, anti-racist, and global perspective.</p> <p>Assignments that assess the learning outcome:</p> <p>Weekly Quizzes:</p> <p>There will be timed quizzes given via Blackboard on a weekly basis based on the textbook to assess the understanding of the foundational concepts and scientific methods of the course. Students will have a certain amount of time from starting the quiz/assessment to complete it in its entirety by a specific due date.</p> <p>Contemporary Food Culture Research Papers:</p>	<ul style="list-style-type: none"> ● Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

The intention of this assignment is for students to practice gathering, interpreting, and evaluating articles that relate to the importance of health and nutrition in diverse communities through a socio-economic, anti-racist, and global perspective. They will demonstrate their understanding of each article through a research paper, which will include a discussion section where students will demonstrate the understanding of their findings and the integration of knowledge and learning from the collective articles reviewed.

Students will select a traditional dish and/or culinary traditions that have shaped their upbringing and cultural identity. They will be required to use the Library databases and resources to find contemporary articles (published within the last 5 years) relevant to the health and nutrition topics being covered in class through a culturally diverse, inclusive, and global perspective.

The research paper will highlight the main points and supporting details of each article gathered, followed by an analysis evaluating and assessing the arguments as they relate to the concepts being explored in class which includes the course textbook, lectures, and/or class discussions/exercises, as additional evidence.

The discussion section of the research paper should demonstrate the student's ability as a researcher to think critically about the issues proposed in each article and any implications found through their research or other related areas of study. This is also an area where they may propose possible improvements for the concerns or identify areas for further exploration, discovered through their research.

Papers will be in APA format. Approved Library databases and subscriptions are: The New York Times, The Wall Street Journal, the Health Policy Reference Center Database, magazine and/or newspaper articles from the Health and Medicine Database, and the NYC Health Database. The first article, research, and response paper is due by the end of Week 5 and the second one is due by the end of Week 10.

**John Jay College of Criminal Justice
The City University of New York
524 West 59th Street
New York City, N. Y. 10019**

**Syllabus for PED 2XX – Health and Nutrition
3 credits**

Instructor / pronouns: TBD

Office Number: TBD

Contact Hours: TBD

Phone: TBD

E-mail Address: TBD

Course Description: This course invites students to explore the relationship between health and nutrition from a contemporary and functional approach. Based in science, we will cover key nutrients (carbohydrates, lipids, proteins, vitamins, minerals, and water) and their effects on health, energy balance, weight control, and disease/illness by explaining the process of digestion, absorption, and metabolism. In addition, we will cover proper nutrition throughout the different life stages. We will evaluate and assess how these concepts apply not only to your own lives, but also to lives and communities around you - identifying where there are areas for growth and development from a socio-economic, anti-racist, and global perspective.

Learning Objectives: Upon completion of the course students will:

1. Understand the relationship between health and nutrition from a scientific lens.
2. Identify, evaluate, and articulate the scientific foundation of how nutrition plays a key-role in one's health and well-being, through the study of macro and micro-nutrients, the digestive system, and the function of important organs that assist in the regulation of nutrient utilization.
3. Gather, interpret, and assess information from a variety of sources and points of view as they relate to proper nutrition throughout the different Life Stages.
4. Produce well-reasoned written and/or oral arguments using evidence to highlight the relationship that health and nutrition science or formal analysis have to a contemporary nutritional science issue and how that can be used to develop solutions.
5. Evaluate evidence and arguments critically or analytically regarding the importance of health and nutrition in diverse communities through a socio-economic, anti-racist, and global perspective.

Course Prerequisites: ENG 101 – Composition 1 (3cr)

Textbook (Required): Wardlaw's Contemporary Nutrition: 12th Edition (2022). Smith, Anne M., Collene, Angela L, and Spees, Colleen K. McGraw Hill LLC: New York, NY: ISBN 9781260695489 (hardcover); ISBN 9781260790061 (ebook).

This text is available from the John Jay College bookstore service at cunybooks@akademos.com.

Course Meeting Format and Organization:

[Enter information here, as per guidelines for model syllabus 1/10/2024]

BrightSpace:

All class information, assignments, grades, additional readings, and documents, etc. will be uploaded to the course on BrightSpace. Students will also be required to upload assignments here. To access this content and submit assignments, sign into BrightSpace and select our class from your dashboard.

- **Important Note:** Your email address is the same email address that appears when you post online. Even if you use other email addresses, be sure to use your John Jay email address for this course. If you have difficulty with your John Jay email, immediately contact the professor via your regular email with the reason in the subject heading. This is the only time that a non-John Jay email will be answered. You should check your John Jay email every day to avoid missing important communications.

Grading:

- | | |
|---|------------|
| - Participation, Preparedness | 10% |
| - Quizzes | 20% |
| - Discussion Board Posts | 20% |
| - Contemporary Food Culture Research Papers (2) | 30% |
| - Final Group Project | 20% |

Total: 100%

Grades

Grade	Numerical Equivalent	Percentage Equivalent
A	4.0	93.0-100.0
A-	3.7	90.0-92.9
B+	3.3	87.1-89.9
B	3.0	83.0-87.0
B-	2.7	80.0-82.9
C+	2.3	77.1-79.9
C	2.0	73.0-77.0
C-	1.7	70.0-72.9
D+	1.3	67.1-69.9
D	1.0	63.0-67.0
D-	0.7	60.0-62.9
F	0.0	Below 60.0

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Attendance, Preparedness, and Participation:

Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may result in the loss of financial aid. The number of absences that constitute excessive absence is determined by the individual instructor, who announces attendance guidelines at the beginning of the semester in the course syllabus. Students who register during the Change of Program period after classes have begun are responsible for the individual course attendance policy, effective from the first day of the semester.

Attending and participating in this class are important for helping to understand the material and to develop skills that are important for success in college and beyond. If you miss a class due to an emergency, illness or death of a family member, please make every effort to notify me before class, if possible, or prior to the next class. If you must miss class, please get notes from a classmate.

Students are expected to be prepared for each classroom session. Classroom session preparation includes being ready for discussions by having read the assigned readings and having written assignments. For activity courses, students are expected to contribute to class discussions and to participate in all class physical activities.

Diversity, Inclusion, Oppression and Power:

In theory, knowledge should be objective. However, much of our academic knowledge has been built on a small subset of privileged voices that have made invisible and often oppressed those who are not privileged in our society. Integrating a diverse set of experiences is important for a more comprehensive understanding of health and nutrition, and we will discuss issues of diversity in health and nutrition during this course. We will also discuss how power is related to diversity. Whose voices are heard and why? Whose communities have been negatively stereotyped? Who benefits? Who is harmed? Why are things this way? These questions and more are ones that I hope that you engage with throughout the course.

I would like to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) and lived experiences. As a start, we will make every effort to use each others' preferred names and pronouns. Also, if anyone (including me) says or does anything in class that makes you feel targeted due to your identities, please try and talk to me about it. I am here to support.

Both students and the instructor are expected to maintain a tone of respect and professionalism at all times. It is important that this class provides a stimulating learning environment in which everyone feels comfortable contributing and is respectful of diverse perspectives. Use clear and professional language when communicating with each other, listen and ask questions with curiosity, and take time to reflect on the perspectives and contributions of others before you

respond. At the beginning of the semester, a Partnership Agreement will be created to set clear community guidelines and norms.

Source: *John Jay College of Criminal Justice Undergraduate Bulletin*

<https://jjay.smartcatalogiq.com/en/2023-2024/undergraduate-bulletin/academic-standards-and-policies/academic-standards/attendance/>

Source: *Seven Principles for A Culturally Responsive, Inclusive and Anti-Racist Curriculum at John Jay College of Criminal Justice* (4/2021) https://new.jjay.cuny.edu/sites/default/files/2023-08/7_Princip_Cultur_Resp_Incl_AntiRacist_Curric_Adopt_4.8.21-brief.pdf.

Note: Students on active military duty during a semester are eligible for special consideration, depending on timing of deployment: <https://www.jjay.cuny.edu/Student-Enrollment-Breaks/Military-Service>.

Quizzes:

There will be timed quizzes given via BrightSpace on a weekly basis based on the textbook to assess the understanding of the foundational concepts and scientific methods of the course. Students will have a certain amount of time from starting the quiz/assessment to complete it in its entirety by a specific due date.

Discussion Board Posts:

Each week, there will be a topic presented with a prompt in the form of a question. Students are to read the weekly prompt on BrightSpace. They will post an individual response to the prompt and respond to at least one (1) peer, by its given due date.

The response to peer(s) should be thoughtful, engaging, and move the conversation forward. Examples of a quality response will include (but not limited to) asking questions, offering new information, a new perspective, and/or a new solution, etc. Posts will be assessed based on the ability to produce well-written evidence to support conclusions.

Contemporary Food Culture Research Papers:

The intention of this assignment is for students to practice gathering, interpreting, and evaluating articles that relate to the importance of health and nutrition in diverse communities through a socio-economic, anti-racist, and global perspective. They will demonstrate their understanding of each article through a research paper, which will include a discussion section where students will demonstrate the understanding of their findings and the integration of knowledge and learning from the collective articles reviewed.

Students will select a traditional dish and/or culinary traditions that have shaped their upbringing and cultural identity. They will be required to use the Library databases and resources to find

contemporary articles (published within the last 5 years) relevant to the health and nutrition topics being covered in class through a culturally diverse, inclusive, and global perspective.

The research paper will highlight the main points and supporting details of each article gathered, followed by an analysis evaluating and assessing the arguments as they relate to the concepts being explored in class which includes the course textbook, lectures, and/or class discussions/exercises, as additional evidence.

The discussion section of the research paper should demonstrate the student's ability as a researcher to think critically about the issues proposed in each article and any implications found through their research or other related areas of study. This is also an area where they may propose possible improvements for the concerns or identify areas for further exploration, discovered through their research.

Papers will be in APA format. Approved Library databases and subscriptions are: The New York Times, The Wall Street Journal, the Health Policy Reference Center Database, magazine and/or newspaper articles from the Health and Medicine Database, and the NYC Health Database. The first article, research, and response paper is due by the end of Week 5 and the second one is due by the end of Week 10.

Final Group Project:

Students will 1) identify a contemporary nutritional science issue 2) work in a collaborative environment and 3) practice gathering data and evaluate evidence of the above issue 4) analyze and articulate their findings in relation to health and nutrition science or formal analysis 5) offer new solutions, through a visual and oral presentation.

Students are to work collaboratively in a group no less than 4 and no more than 6. The exact topic will be approved by the instructor. Students will put together a visual and oral presentation using a PowerPoint. There will be 9 slides minimum. There will be an interactive component where the group will engage with their classmates through the use of questions/prompts for the class, survey, activity/response, etc

Extra Work During the Semester:

Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to all students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. Source: *Undergraduate Bulletin*, 2018-2019, p. 39.

Incomplete (INC) Grade Policy:

An INC may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. The INC grade should only be given in consultation with the student. Incomplete work is due no later than the end of the third week of the following semester. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a

change of grade, the incomplete grade automatically becomes the grade of FIN (Incomplete changed to F). Source: *Undergraduate Bulletin*, 2018-2019, p. 37.

Americans with Disabilities Act (ADA) CUNY Accommodations Policy:

Students who believe that they may need an accommodation due to a disability are encouraged to immediately contact the Office of Accessibility Services (OAS) in room L.66 NB (212-237-8031 or accessibilityservices@jjay.cuny.edu). Students are welcome but not required to speak with the instructor privately to discuss specific needs for the class. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else.

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

Library:

Students are encouraged to use the facilities of the Lloyd Sealy Library at the John Jay College. The library has information on web sites that are specific to health and wellness. Help is available regarding the use of the internet for research, the use of APA style in writing, and shortcuts to popular databases. The library has free guides designed to help students with problems of documentation. For a complete list of research guides, go to: guides.lib.jjay.cuny.edu

The Alan Siegel Writing Center

The Alan Siegel Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>) provides free tutoring to students of John Jay College; its online services are described here: <http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. If I give you a referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional

Wellness and Student Resources

Students experiencing any personal, medical, financial or familial distress, which may impede their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and [emergency funding](#) support. See <https://new.jjay.cuny.edu/student-life/wellness-center>

Visit the Students' Academic Resources & Services website for a list of student academic support resources: <https://new.jjay.cuny.edu/academics/academic-resources-services>. They include:

- Academic Advisement Center: <https://new.jjay.cuny.edu/academics/academic-resources-services/academic-advisement-center>
- Center for Career & Professional Development: <https://new.jjay.cuny.edu/student-life/career-building-job-search/center-career-professional-development>
- JJ Children’s Center: <https://www.jjay.cuny.edu/student-life/welcome-john-jay-childrens-center>
- Housing: <https://new.jjay.cuny.edu/admissions/housing-resources>
- Military and veteran services: <https://new.jjay.cuny.edu/student-life/military-veteran-services>
- Women’s Center for Gender Justice: <https://new.jjay.cuny.edu/student-life/womens-center-gender-justice>
- LGBTQ+ Resource Center: <https://new.jjay.cuny.edu/student-life/lgbtq-resource-center>
- Jay Express Services: <https://new.jjay.cuny.edu/student-life/jay-express>
- The Immigrant Student Success Center: <https://new.jjay.cuny.edu/student-life/immigrant-student-success-center>

Resources for Reporting Sexual Harassment, Sexual Assault, Stalking, or Domestic and Dating/Intimate Partner Violence:

The individuals below are available to discuss your rights and the resources available to you as well as help you explore your options for reporting sexual misconduct, harassment or discrimination of any kind:

1. Gabriela Leal, Title IX Coordinator, 646-557-4674, galeal@jjay.cuny.edu
2. Diego Redondo, Director of Public Safety & Risk Management, 212-237-8524, dredondo@jjay.cuny.edu
3. Danielle Officer, Dean of Students, 212-237-8211, deanofstudents@jjay.cuny.edu

To speak confidentially, you may contact Women's Center Counselor and Gender-Based Violence Prevention and Response Advocate, Jessica Greenfield, jgreenfield@jjay.cuny.edu. For more information or resources, please see CUNY’s Policy on Sexual Misconduct ([PSM](#)) or this page: <https://new.jjay.cuny.edu/about-us/compliance-diversity/non-discrimination-equal-opportunity/training-resources>.

CUNY Policy on Academic Integrity:

Academic dishonesty is prohibited in CUNY. It includes, among other things: *cheating* (e.g., submitting the same paper for more than one course; unauthorized use during an exam of any electronic devices); *obtaining unfair advantage* (e.g., circulating or gaining advance access to exam materials); and *plagiarism*, which is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation (including information from the Internet). Using the ideas or work of another is permissible only when the original source is identified. Plagiarism may be intentional or unintentional, but lack of dishonest intent does not 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. If in doubt, it is better to include a citation.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation at: http://guides.lib.jjay.cuny.edu/citing_sources. In this class we use APA Style.

The complete text of the CUNY Policy on Academic Integrity can be accessed at: <http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

John Jay College Policy on Plagiarism

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

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

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 at: http://guides.lib.jjay.cuny.edu/citing_sources

Plagiarism detection software: The College subscribes to SafeAssign and Turnitin. Some or all written assignments in this course will be assessed using these services to check for plagiarism and to help you to avoid it.

Source: *John Jay College of Criminal Justice Undergraduate Bulletin*
<http://jjay.smartcatalogiq.com/en/current/Undergraduate-Bulletin>

Course Calendar:

SCHEDULE OF CLASSES

Date	Week	Topic	Assignments
	1	Nutrition, Food Choices, and Health	Read Ch. 1 Weekly Quiz

		<i>Discussion Board:</i> 1) Case Study - Choosing a Quick but Healthy Breakfast; 2) What is a Quick but Healthy Breakfast in your culture?	Discussion Board Post
	2	<p>Designing a Healthy Eating Pattern</p> <p><i>Discussion Board:</i> 1) John Jay College Dining Hall – How does it support or not support Healthy Eating Patterns? 2) What would a Healthy Ethnic Diet look like?</p> <p>*Introduction to John Jay Library and understanding the resources available to complete the Contemporary Food Culture Research Papers</p>	Read Ch. 2 Weekly Quiz Discussion Board Post
	3	<p>The Human Body: A Nutrition Perspective</p> <p><i>Discussion Board:</i> Gut Microbiome and Mental Health</p>	Read Ch. 3 Weekly Quiz Discussion Board Post
	4	<p>Carbohydrates</p> <p><i>Discussion Board:</i> The impact of race and socioeconomic factors on Diabetes 1 and 2</p>	Read Ch. 4 Weekly Quiz Discussion Board Post
	5	Proteins	Read Ch. 6 Contemporary Food Culture Research Paper #1 Due
	6	<p>Lipids and Energy Balance</p> <p><i>Discussion Board:</i> Ethnic disparities among food sources of energy and nutrients</p>	Read Ch. 5 and Ch. 6 Weekly Quiz Discussion Board Post
	7	<p>Vitamins and Phytochemicals</p> <p><i>Discussion Board:</i> To Supplement or Not To Supplement?</p>	Read Ch. 8 Weekly Quiz Discussion Board Post
	8	Water and Minerals	Read Ch. 9 Weekly Quiz Discussion Board Post

		<p><i>Discussion Board:</i> Relationship between Minerals and Hypertension</p> <p>*Review first round of Contemporary Food Culture Research Paper and discuss best practices for the next round</p>	
	9	<p>Nutrition: Fitness and Sports and Eating Disorders</p> <p><i>Discussion Board:</i> Social Media and Body Image</p>	<p>Read Ch. 10 and Ch. 11</p> <p>Weekly Quiz</p> <p>Discussion Board Post</p>
	10	<p>Protecting Our Food Supply</p> <p>*Introduce Final Group Project and finalize groups</p>	<p>Read Ch. 12</p> <p>Contemporary Food Culture Research Paper #2 Due</p>
	11	<p>Global Nutrition</p> <p><i>Discussion Board:</i> A Global Perspective of Malnutrition</p> <p>*Final topic for Final Group Project due</p>	<p>Read Ch. 13</p> <p>Weekly Quiz</p> <p>Discussion Board Post</p>
	12	<p>Nutrition During Pregnancy and Breastfeeding</p> <p><i>Discussion Board:</i> Pregnancy in communities with food insecurity</p>	<p>Read Ch. 14</p> <p>Weekly Quiz</p> <p>Discussion Board Post</p>
	13	<p>Nutrition from Infancy Through Adolescence</p> <p><i>Discussion Board:</i> Food Plans in NYC Public Schools</p>	<p>Read Ch. 15</p> <p>Weekly Quiz</p> <p>Discussion Board Post</p>
	14	<p>Nutrition During Adulthood</p> <p>Presentations: Group 1-3</p>	<p>Read Ch. 16</p> <p>Final Group Project Due Presentations</p>
	15	<p>Presentations: Group 4-6</p>	<p>Presentations</p>

*For each week, there is a suggested topic for the discussion board post in parenthesis.

Changes to the Syllabus: This syllabus is subject to change. The professor will inform students of any changes.

Contemporary Food Culture Research Paper Guidelines:

Identify a traditional dish and/or culinary traditions that have shaped your upbringing and cultural identity. Perhaps, a recipe that has been passed by from generation to generation. Perhaps, a staple food unique to your culture or geographic location.

Using the Library databases, you are to find an article of interest and connect the article with the topics we have been covering in class. The article needs to have been published within the last 5 years.

Your 2-page (at minimum), typed, and double-spaced paper will identify the main points of each article. The majority of the paper should be spent evaluating and assessing the arguments in the article through a culturally diverse, inclusive, and global perspective as they relate to the scientific principles of health and nutrition.

The discussion section of the research paper should demonstrate your ability as a researcher to think critically about the issues proposed in each article and any implications found through their research or other related areas of study. This is also an area where they may propose possible improvements for the concerns or identify areas for further exploration, discovered through their research.

Papers should be in APA format.

Approved Library databases and subscriptions are:

- The New York Times
- The Wall Street Journal
- The Health Policy Reference Center Database
- Magazine and/or newspaper articles from the Health and Medicine Database
- The NYC Health Database.

You will be evaluated on the following:

- Relevance of the article chosen
- Ability to demonstrate understanding of the article
- Ability to discuss the article from multiple perspectives and connect to material discussed in class
- Proper grammar, structure, and APA format

Deadlines:

#1 – end of Week 5

#2 – end of Week 10

Final Group Project Guidelines:

The Final Group Project is a visual and oral presentation with an interactive component. Students will 1) identify a contemporary nutritional science issue 2) work in a collaborative environment and 3) practice gathering data and evaluate evidence of the above issue 4) analyze and articulate their findings in relation to health and nutrition science or formal analysis 5) offer new solutions, through a visual and oral presentation.

Examples of topics:

- obesity amongst metropolitan college students
 - malnutrition and eating disorders in dancers
 - nutrition disparities experienced in the transgender population
- Students are responsible for putting their own groups together - no more than 6 in a group and no less than 4 in a group.
 - Determine a clear topic based on the prompt (be creative) and submit to the instructor by **ENTER DATE** for approval. Please email the instructor with ALL group participants on the email.
 - Presentations should have a minimum of 9 slides with research to strengthen your talking points. Research should come from both class/textbook *and* outside resources and cited properly. There should also be an interactive component – questions/prompts for the class, survey, activity/response, etc. – for your classmates to engage in. Below is a suggested guide to a breakdown of slides though you can also create your own structure:
 - Title slide
 - Identify the Problem
 - Research/Statistics
 - What’s Been Tried
 - Offer New Solution
 - Research/Statistics to Support Solution
 - Benefits of Solution
 - Interactive Component
 - Works Cited

You will be evaluated on the following:

- Ability to analyze and discuss the data gathered
- Ability to properly integrate the health and nutritional science into your findings and present recommendations
- Proper grammar, structure, APA format, and citation

Deadlines:

Submission of Powerpoint - end of Week 13

Group 1-3 Presentation - Week 14
Group 4-6 Presentation - Week 15

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

New Course Proposal Form

Date Submitted: **4/17/24**

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

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

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

Email address(es): **creitz@jjay.cuny.edu**

Phone number(s): **(646) 557-4755**

2. a. **Title of the course:** **John Jay—Vera Institute Fellowship Seminar II**

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

c. **Level** of this course ___100 Level ___200 Level ___X_300 Level ___400 Level

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

The reading and writing assignments are challenging and presuppose that students have acquired proficiency with reading texts, articulating arguments, performing basic research tasks, and writing papers. This course, with its emphasis on multiple perspectives, critical analysis, and sophisticated anthropological/literary/psychological/legal contexts, is appropriate for upper-division, 300-level courses.

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

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

This course is the second semester of a year-long seminar required of students in the John Jay – Vera Fellowship Program. Like the fall course (ISP 390), ISP 391 is an interdisciplinary look at social justice and how theories of social justice apply to “real world” situations, operations, and institutions. The spring seminar differs from the fall seminar in that the syllabus is designed by the students, as part of their final project for the fall semester (see course proposal for ISP 390). The weekly seminar is an essential

part of the College’s joint program with the Vera Institute of Justice, an agency that combines research, technical assistance, and demonstration projects to help leaders in civil society improve the systems people rely on for justice and safety. The Program is open to all majors and all students. In addition to the weekly seminar, the student has a ten-hour-per-week internship at Vera or one of its spin-off agencies (96 hours per semester are required). The seminar provides students with a forum in which to examine their internship experience and assess the accuracy, relevance, and utility of theoretical models, as well as professional skills (particularly writing and oral presentation) and mentorship. The course’s emphasis on multiple and competing perspectives in the field of social justice is consonant with the mission of the College. The John Jay – Vera seminar offers students an extraordinary opportunity for both a rigorous and supportive intellectual environment.

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

This course looks at social justice issues from multiple perspectives and evaluates theories found in the literature against “real world” situations. This course is required of those students admitted into the John Jay – Vera Fellowship, a competitive application-only program. The course meets once a week for three hours while the internship component is 10 hours per week. It is the second course in a year-long program.

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

ENG 201 and ISP 390

Admission to the John Jay – Vera Fellows Program is by application only.

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

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

No Yes. If yes, then please provide:

- a. Semester(s) and year(s): **Every year since Fall 2008.**
- b. Teacher(s): **Carolina Reitz and Nico Montano**
- c. Enrollment(s): **10**
- d. Prerequisites(s): **60+ credits completed**

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

Students will:

- Understand and analyze the multiple perspectives involved in social justice, such as political, ethical, economic, religious, historical, literary, and cultural contexts.
- Develop an understanding about how various domains involved in social justice – advocacy, direct service, research, funding – work together.
- Develop leadership skills both in their agencies and in the classroom.
- Explore pedagogical questions in the creation and teaching of their own seminar.

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

_____ No **X** Yes

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

Minor in Interdisciplinary Studies, electives section

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

The learning outcomes for this course will be assessed primarily across three areas:

1. Placement site evaluations, self-reflective assignments about student placements, and seminar exit interviews. The internship process (across not just this semester but the previous one too) will be the main vehicle for students to come to some understanding of LO#2: (*Develop an understanding about how various domains involved in social justice – advocacy, direct service, research, funding – work together*). Students will be asked to assess all of these questions in terms of their own placement and the boarder work and field of their agency.

2. Coursework required for each individual class will be used to assess LO#1 (*Understand and analyze the multiple perspectives involved in social justice, such as political, ethical, economic, religious, historical, literary, and cultural contexts*) as well as secondarily LO#2 (see above). For example (from the sample syllabus), students will be asked to read about, research, and consider the role of prison labor in production of foodstuffs (see Feb 29). They will also be asked to research and assess the various social, economic or demographic factors that produce food deserts and food swamps (see Feb 8).

3. Both LO#3 (*Develop leadership skills both in their agencies and in the classroom*) and #4 (*Explore pedagogical questions in the creation and teaching of their own seminar*) will be assessed during the week each student runs the classroom. It is a feature of the spring

semester that each student takes charge of the class for one week of the semester, planning and leading an entire 2 ½ hour class. Each student has to develop a theme, a set of readings, an assignment and a complete lesson plan for that week. And then run it all. They are, in short, the teacher for that week. Students work closely with one of the faculty to develop all of this and are assessed in terms of their leadership of the class but also the pedagogical tools they are able to marshal for their session. Placement site evaluations will also be used to assess developing leadership skills in terms of initiative, responsibility, contributions to team-building, and institutional effectiveness.

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

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

Yes No

- If yes, please state the librarian's name: **Kathleen Collins**
- Did you check the existing OER (Open Educational Resources) to support teaching of this course?

Yes No

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

(Please check all that apply):

- OneSearch (the library discovery tool)
- Ebooks

Subject specific library databases:

Academic Search Complete

Gale Reference Sources

NexisUni

PsycInfo

Criminal Justice Abstracts

Sociological Abstracts

Other (list them here) _____

- Is there an existing library Research Guide to support your class?
Yes No

13. **Syllabus – see below**

14. Date of **Department curriculum committee** approval **4.11.24**

15. **Faculty** - Who will be assigned to teach this course? **Caroline Reitz and other qualified and experienced faculty**

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

No.

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

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

Not applicable

No

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

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

No

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

19. Approvals:



Susannah Crowder, Chair DIS

Name of Chair giving approval, Proposer's Department



Richard Haw, Minor Coordinator, DIS

Name of Major or Minor Coordinator giving approval (if necessary)

ISP 391: VERA FELLOWSHIP SEMINAR

THURSDAYS 9:30 AM-12:00 PM

SEMINAR LOCATION: 6.65.33 (ISP seminar room, 6th floor New Building)

Caroline Reitz
NB 07.63.17
creitz@jjay.cuny.edu

Nico Montano
NB 6.65.09
nmontano@jjay.cuny.edu

Course Objectives:

The JJ-Vera Fellowship Seminar continues its interdisciplinary exploration of issues surrounding social justice this spring, but through the format of student-led classes.

Learning outcomes: Students will:

- Understand and analyze the multiple perspectives involved in social justice, such as political, ethical, economic, religious, historical, literary, and cultural contexts.
- Develop an understanding about how various domains involved in social justice – advocacy, direct service, research, funding – work together.
- Develop leadership skills both in their agencies and in the classroom.
- Explore pedagogical questions in the creation and teaching of their own seminar.

Course Requirements:

- Successful completion of supervised internship (8 hrs per week; 96 hrs total)
- Positive evaluations from mentors
- On-time attendance and active engagement in seminar (this is especially important this semester, in support of your classmates)
- Attendance at the Stein Lecture (3/7 5:30-7 pm via zoom) and the Spring Event (5/9 5:30-7 pm)
- Successful completion of all readings and assignments.

Course readings and assignments will be provided via email at least one week in advance of due date by student-teachers.

Assignments will be submitted according to each student-teacher's lesson plan, so please make that information clear on your assignment sheet. Professors Montano and Reitz will do the "grading," but student-teachers will want to read assignments in advance of class.

SCHEDULE

JAN 25 *The Death of Vivek Oji*

Assignment/Guiding Thoughts: In class, we will have a discussion about the experiences of Vivek and their family and community. Think about what structural violences are related to the interpersonal relationships that influence the outcome (Vivek's death) throughout the story. What could have changed the outcome from the perspective of different characters (for example, Vivek's parents)?

What are some reactions you had to the events unfolding, including some of the romantic relationships between the characters? How do different frameworks (language, reckoning, intersectionality, eco-maps) lead us to different understandings to character's actions or do they all fill a specific task in understanding the trajectory of Vivek's life? Notes can be informal, but please note page numbers and bring the book to class.

FEB 1 FOCUS ON THE FUTURE: A RESUME WORKSHOP

Assignment: Please email your resume to Profs M & R by Tuesday, January 30.

FEB 8 Dorma's week: FOOD DESERTS/FOOD SWAMPS IN NYC

Readings:

[Mapping Food Deserts & Swamps in Manhattan & The Bronx](#)

[Info about the Too Good To Go App](#)

[NYC FRESH program info & Critique](#)

- Read parts III, V-VII, or the entire article if you want

Assignment: Pick a supermarket you frequently shop at walking distance from your home or you would consider in your neighborhood. How do you travel to the supermarket? Do you walk there, use public transit, or other means? Go to the supermarket and observe. How would you describe the cost of food - expensive/affordable? Does the supermarket take EBT/OTC? Do they advertise this in the entrance? What deals do they have?

As you walk to the supermarket, make note of the different restaurants & delis you see. Make note of the transportation nearby & people you see around the neighborhood - how accessible is the transportation near you? What makes it in/accessible?

Download the 'Too Good To Go' app. How many restaurants are listed that are walking distance/in your neighborhood? Is the app easy to navigate? How may this affect people's access to food?

After having done the readings and referencing your field notes, write a **1-2 page analysis considering the following questions**: Would you consider your neighborhood to be a food desert or food swamp? Why or why not? How does what you see affect your diet/food routine? What barriers exist in your neighborhood to access healthy food at a reasonable price? How does the app Too Good To Go impact these barriers? Does the app itself create new barriers? How would you use this app? What problems should policymakers and urban planners address when thinking about access to food in your neighborhood? For example, assistance for low income or disabled residents. **Due date is Tuesday @ 11:59 via email.** Make sure to send your assignment to the professors & CC me.

We will meet on the **corner of 59th St & 11th Ave (by the food truck) at 9:30.**

FEB 15 Guest speaker: Aliffer Sabek, founder of Seeds of Liberation, will come to talk about food justice and starting a non-profit.

FEB 22 [CLASSES FOLLOW A MONDAY SCHEDULE]

FEB 29 Em's week: PRISON LABOR

Readings:

Prisoners in the US are part of a hidden workforce linked to hundreds of popular food brands. Mcdowell, R., & Mason, M. (2024, January 30).

<https://apnews.com/article/prison-to-plate-inmate-labor-investigation-c6f0eb4747963283316e494eadf08c4e>

Captive labor: Exploitation of incarcerated workers. (2022, June 15). **Read "Paid in Pennies" and "Dangerous and Degrading," pages 55-68.** <https://www.aclu.org/report/captive-labor-exploitation-incarcerated-workers>

Assignment: Fill out this survey: "Who Are You Still Supporting?"

(<https://docs.google.com/forms/d/e/1FAIpQLSfsOCKmMXFuLb09ntciW28FbNfc4eqVy6h6q1fvgdTJAK-PdA/viewform?vc=0&c=0&w=1&flr=0>)

After filling out the survey, pick an item you own or food/drink you frequently purchase from the list and see if you can find any proof that traces it back to prison labor. Write a one to two-page double-spaced reflection on any details you can find regarding the company's relationship with prison labor. Were you surprised by the number of items listed and the number you still

chose to purchase? How was the research? Were you able to find anything? Was it difficult to find a connection? If you couldn't find anything, what does this portray about the company's connection to prison labor? ***(If the item you picked comes from a company that has a long list of child companies, look up the parent instead in order to make research easier)**

MAR 7 Emily's week: REPRESENTATION IN CHILDREN'S TELEVISION

Readings:

Age-Appropriate Media: Can You Trust Parental Guidance Ratings?

([https://www.healthychildren.org/English/family-life/Media/Pages/TV-Ratings-A-Guide-for-Parents.aspx#:~:text=Contains%20one%20or%20more%20of%20the%20following%3A,intensely%20suggestive%20dialogue%20\(D\).&text=Designed%20to%20be%20viewed%20by,for%20children%20younger%20than%2017](https://www.healthychildren.org/English/family-life/Media/Pages/TV-Ratings-A-Guide-for-Parents.aspx#:~:text=Contains%20one%20or%20more%20of%20the%20following%3A,intensely%20suggestive%20dialogue%20(D).&text=Designed%20to%20be%20viewed%20by,for%20children%20younger%20than%2017))

LGBTQ+ portrayal in the media: Are young people seeing themselves represented?

(<https://www.actionforchildren.org.uk/blog/representation-matters-are-lgbtq-young-people-seeing-themselves-represented-in-the-media/>)

GOP senators urge TV ratings board to warn viewers of 'disturbing' LGBTQ Content

(<https://www.nbcnews.com/nbc-out/out-politics-and-policy/gop-senators-urge-tv-ratings-board-warn-viewers-disturbing-lgbtq-conte-rcna27934>)

Mourning the Loss of *The Owl House*, TV's Best Queer Kids Show

(<https://www.vanityfair.com/hollywood/2023/04/loss-of-the-owl-house-tvs-best-queer-kids-show>)

Assignment: Please watch this video, and make observations as you watch.

Jot them down, and keep them handy for Thursday's class–

<https://www.youtube.com/watch?v=esovGONanAg>

Answer the following questions in your preferred manner, bullet points, paragraphs, etc. One to two pages that will be submitted on 03/06/23

- 1) What did you enjoy watching as a child? Would you watch things on TV that older family members would have on? Did older family members set rules/boundaries for TV time and/or content? What were these rules? Were there children's books/magazines at home that you could read?
- 2) Were you ever in a position in which you were the one to regulate media for a younger family member? How did you determine if something was appropriate? What questions did you ask yourself?
- 3) Do you think parents are able to regulate the media that their child consumes? If a child is

able to get around parental restriction effort, what should we do? Does this action prompt open conversation with children? What do parents' rights look like in this day and age of advancing technology?

Please complete this questionnaire so I can prepare activities for March 7th, 2024

Due Before 03/07/23: <https://www.surveymonkey.com/r/3C3PMP8>

MAR 14 Kay's week: THE DUALITY OF TRUE CRIME CULTURE

Field Notes (about 1 page):

- 1) Please pick a streaming service you use frequently.
- 2) Browse through the main page, what shows and movies are there? Is there a "new" or "most popular" section? What genre seems to be most popular?
- 3) Try to find the "true crime" section. What kind of content is most readily available (movies, documentaries, docuseries)? What genre is it under?
 - a) How "easy" is it to find a documentary? b) How "easy" is it to find a movie or series?
- 4) Describe the front covers. Who or what is on the cover? Are there more covers with an object (like a cop car) or people? What do the people look like?

Watch episode 5 of the "Dahmer" Series on Netflix

Take note specifically of the interactions between Dahmer, the teen boy and the police

Watch episode 8 of the "Dahmer" Series on Netflix

Take note specifically on the victim impact statements and Rita Isbell

After, watch <https://www.youtube.com/watch?v=SUpxUdkXpn4>

And read...<https://www.insider.com/rita-isbell-sister-jeffrey-dahmer-victim-talks-about-netflix-show-2022-9>

After watching both episodes, please write a journal (1 page) about your thoughts: Would you consider yourself a true crime fan? If so, please explain why. What forms of true crime content do you consume the most (podcasts, documentaries, docuseries, movies, etc.)? Please provide your notes/observations based on the two episodes, in at least one paragraph for each. Is this your first time watching this series? If you chose to watch it when it first came out, why? If not, why? **Please - turn in your field notes/journal entry by Tues. 3/12 at 11:59pm. Keep your thoughts in mind to discuss in class Thurs. 3/14. Thank you, I look forward to hearing your thoughts!**

MAR 21 Mahek's week: ACID AND ASSAULT**To Read:**

- Laxmi Agarwal - The Acid Attack Survivor: (**supplemental-if anyone wants to read, not necessary**) <https://www.gicj.org/lest-we-forget/2874-laxmi-agarwal-the-acid-attack-survivor>
- The White Woman's Burden: from colonial civilisation to Third World development (pdf attached to email)
- Laxmi Agarwal's Story and How This Acid Attack Survivor Has Not Just Inspired Deepika Padukone, but Millions of Other Indians: <https://yourstory.com/socialstory/2019/06/acid-attack-survivor-laxmi-agarwal-deepika-padukone>
- Analysis of the Judicial and Legislative Approach on Acid Attack Survivors in India (**Pages 18-22, "The Way Forward"**)
<https://repository.nls.ac.in/cgi/viewcontent.cgi?article=1337&context=nlsj>

Assignment:**One to two pages -**

Write a letter to someone in power advocating for justice regarding these attacks. For some context, this someone in power will be going to India and you want to bring attention to this violence and have someone in power do something about it. Include an action plan, specific steps to take to combat this issue of acid attacks. You can also add whatever else you think is important and get creative. Remember, your reaction and your humanization can fuel activism and justice.

- Start your letter with, "Dear Representative and delegation to India regarding acid attacks,"
- Be sure to print the letter you write and bring it to class with you (as well as emailing to the professors and I by Tuesday night)
- You can use the questions above and the readings to inform your writing

Questions to think about when writing your letter:

1. Have you ever heard of these types of acid attacks? What was your reaction to hearing about Laxmi Agarwal and what happened to her?
2. Think of how we as Americans don't hear about acid attacks here and how they aren't as frequent in America. Why might that be?
3. How does the case of Laxmi Agarwal relate to the idea of sexism, domestic violence and violence against women? Think about beauty standards and the importance we as a society put into appearances as well as what people might use as an excuse to commit violence against women.
4. Think about how activism in America has been looking recently with everything going on in the world. Now think about the reasons behind the attack on Laxmi Agarwal. How might that prompt an upsurge in activism? What are some similarities/differences in the activism that we are seeing now versus in India with acid?

MAR 28 Natasha's week: PORNIFICATION OF SEX EDUCATION**Readings:**

Amia Srinivasan, *The Right To Sex* (chapter attached)

“Without porn...I wouldn’t know half the things I know” (attached)

Watch *Killing Us Softly 4*

Watch

https://youtu.be/cxgXWHo9jvl?si=X6RLU_i1Rsw7-cqT

https://youtu.be/Zlssz_RH4s4?si=8lyHEGNZ9D_GmdNA

Assignment: If you are comfortable, go to a porn site and note the first videos that pop up, as well as ads and titles of suggested videos.

In 1-3 pages, answer the following questions:

Is porn ever empowering? Why or why not? How might intersectional issues (of race, class, ability) shape your response?

What are some of the ways technology shapes a young person’s sex education?

What do you think this quote means: “turning a human being into a thing is almost always the first step towards justifying violence against that person”?

APR 4 Esha’s week: CULTURE vs UNIVERSAL RIGHTS

Something to note: While our class will be about *polygyny* [a man, in particular, being married to two or more women at the same time], the article refers to this practice as polygamy [a person (male or female) being married to two or more people at the same time.] These two terms are often used interchangeably; however, when used in the convention they are referring to the practice of polygyny.

To Read:

[General recommendation on article 16 of the Convention on the Elimination of All Forms of Discrimination against Women \(Economic consequences of marriage, family relations and their dissolution\);](#) **You only have to read Article IV.**

- How are Human Rights Universal? By Eric Blumenson
- What Is the Meaning of Polygamy? By Allo Health
- You can skim through this website:

<https://www.allohealth.care/healthfeed/sexuality/polygamy-meaning>

Assignment: Reflection

After reading the articles and the OHCHR convention, consider whether the convention prohibiting polygamy is appropriate or if OHCHR’s ideologies clash with cultural rights. For your reflections, share with us if there are any cultural or religious practices that you, your friends/neighbors, or your family believe/engage in that others might not agree with, or that go against mainstream norms. If so, what are they? How do you negotiate this as an individual, a family, and/or a community member?

APR 11 Cami’s week: PUBLIC DEFENDERS

Watch the youtube video below prior to completing the readings

https://www.youtube.com/watch?v=ITByZAM_tOY

Readings:

<https://www.nytimes.com/2022/06/09/nyregion/nyc-public-defenders-pay.html>

<https://www.npr.org/2023/03/18/1164296236/gideon-wainwright-anniversary-public-defender>.

<https://www.thegazette.com/crime-courts/lack-of-iowa-contract-lawyers-a-crisis-leading-to-grueling-caseloads/>

Assignment: Write (2-3 pages)

Before reading/watching the material, how much did you know about public defenders? How does the heavy caseload of defense attorneys impact the fundamental right to a fair trial and access to justice for defendants, particularly those who cannot afford private legal representation? What are the potential consequences for defendants who receive inadequate representation due to the overburdened caseloads of their attorneys? What systematic factors contribute to the overwork of defense counsel in the US? Are certain groups disproportionately affected by inadequate legal representation, and if so, what are the implications for social justice and equity?

If you were charged with a felony crime, what would you want in your defense counsel? If you could revise the Sixth Amendment of the right to counsel, would you change anything- why or why not? What strategies can be implemented to address the problem of overworked defense counsel? What roles do policymakers, legal professionals, advocacy organizations, and the broader community have in addressing the issue of overworked defense counsel?

APR 18 Kyle's week: SOCIAL JUSTICE THEATER

Read/watch:

Paterson, D. (1994). A Role to Play for the Theatre of the Oppressed. 38(3). pp. 37-49
<https://doi.org/10.2307/1146378>

Shannon Ivey. (2015). Forum theater performance. *TedxColumbiaSC*.
<https://www.youtube.com/watch?v=vcLcXeXJVDU>

Assignment #1: After reading **Paterson's** article and watching **Shannon Ivey's** ted talk, reflect on what you believe to be the ideal qualities of a theatrical performance that inspires social change. (1-2 paragraphs). Then, think about your own experiences – if you have been to a Broadway show, are those productions conducive to audience engagement or generating solutions to societal injustices?

Assignment #2: Next, you are in charge of creating a script for a short performance for an upcoming theater festival in New York City. The name of this year's festival is *The Way We Inspire Change*. The theme focuses on honoring Augusto Boal, the father of *Theater of the Oppressed*. First, you must choose a social issue that (1) is salient today and (2) concerns you

(e.g., education inequality, discrimination, domestic violence). Then, create a detailed scene exemplifying the issue you chose. Your script must: be 3-5 pages; include three characters and the setting; Include a conflict amongst the characters based on your chosen social issue (be creative!); Include parentheticals, aka stage directions for your characters (bring your scene to life!); Not include a resolution of the conflict (leave it open ended!)

APR 25 [SPRING BREAK]

MAY 2 Naomi's week: THE CULTURE OF POVERTY

MAY 9 LAST DAY OF CLASS

VERA SPRING EVENT (5-7 PM)

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

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.

(Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Date Submitted: April 29, 2024

1. Name of Department or Program: Counseling and Human Services

2. Contact information of proposer(s):

Name(s): Maat E. Lewis, Ph.D.

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

Phone number(s): 212-237-8141

3. Current number and title of course: **CHS 150: Foundations of Human Services Counseling**

4. Current course description:

The course provides an overview of the careers in human services and explores the values and attitudes that promote understanding of human services ethics. Major emphasis is placed on students' awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations through self-reflection and experiential exercises. Students will acquire knowledge and skills, including 10 hours of field education, utilized in the human services counseling process. They will have the opportunity to practice these skills through role-plays, and other peer exercises.

Course Objectives

1. Demonstrate a working knowledge of key concepts in Human Services field and learn to read, interpret, critically analyze and assess material, using different methods of inquiry.
2. Demonstrate ability to think reflexively on how values, motivations, and personal experiences impact one's competence to help others.
3. Demonstrate ability to apply basic listening and attending skills.
4. Demonstrate an awareness of ethical standards maintained by the National Organization for Human Services - Council for Standards in Human Service Education.

a. Number of credits: 3

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

c. Current prerequisites: None

5. Describe the nature of the revision (what are you changing?): The course description will be changed to add language aligning the curriculum with the College's objective (see John Jay College 2020-2025 Strategic Plan Goal #3) for culturally affirming, inclusive pedagogy and curriculum design, as further articulated in the "Seven Principles for a Culturally Responsive, Inclusive and Anti-racist Curriculum at John Jay" framework. The learning objectives will also be revised to embody pedagogical methods and practices reflective more directly of the

framework.

6. Rationale for the proposed change(s): CHS 150 was created prior to development of John Jays culturally responsive, inclusive and anti-racist framework. As the foundation course for the Human Services and Community Justice (HSCJ) major it is imperative to not only educate students about the roles, functions, foundational values, ethical standards, theoretical frameworks, and generalist interventions of human service professionals working in various service delivery systems; it is critical to also enhance their understanding of structural power and key historical, political, and psychosocial dynamics in various practice settings, while raising their awareness of their own power, cultural biases, and privileges through changes in the course design.

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

a. Revised course description:

The course examines the roles and functions of human service professionals working in various service delivery systems. The course uses culturally responsive, inclusive, and anti-racist values and attitudes to explore the history of human services, its foundational values, ethical standards, theoretical frameworks, and generalist interventions. Major emphasis is placed on understanding structural power and key historical, political, and psychosocial dynamics in various practice settings, while raising students' awareness of their own power, cultural biases, and privilege through self-reflection and experiential exercises. Students will have the opportunity to practice participatory learning and action, to ask open ended questions, observe and engage in active listening skills. They will integrate the knowledge, theory, skills and professional behaviors that are concurrently being taught in the classroom through 10 hours of field education observation and/or participatory learning and action activities.

b. Revised course title: N/A

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

d. Revised learning outcomes: Course Learning Outcomes:

1. Apply theoretical frameworks foundational to the human services profession and analysis of structural power to a range of human service delivery systems, social problems and affected populations.
2. Examine how the history of social welfare, including racism, social and economic injustice in the United States influenced contemporary human services practice.
3. Identify ways in which social welfare policy impacts human services practice.
4. Describe primary roles and functions of a human services professional working within a range of key practice settings focusing on relevant social problems, on a micro, mezzo and macro level.
5. Identify strategies used by human service professionals to advocate on behalf of populations at-risk for and most vulnerable to social inequity and injustice due to their unique expressions of diversity (i.e., race, ethnicity, class, gender, sexual orientation, ability, age, religion/spirituality and other expressions of culture and identity).
6. Participate in 10 hours of field education observation and/or participatory learning and action integrating the knowledge, theory, skills and professional behaviors that are concurrently being taught in the classroom.

e. Revised assignments and activities related to revised outcomes:

Course Grading		
The course is based on a point system that equates to letter grades as described below. Every student in the course begins with a potential for 100% (grade of A). The points criteria are described below:		
ASSIGNMENTS Course Learning Outcome (CLO)	DESCRIPTION	Points
Class Discussions (CLO 6)	Participate in wellness or self-care check-in questions and in-class discussions to practice asking/answering open-ended questions, observation, and active listening skills. Class Discussion assignments are due during each class. (24 classes x 1 point/per class activity) Complete when indicated within Zoom/ Chats/Blackboard Module Class Discussions	24
Study Quizzes (CLO 3) (CLO 4)	Read the e-text and be prepared to answer study questions in the open-book quizzes (Alternate: Read Open Education Resources and generate 6 study questions) Study quizzes are due each week at 11:59pm the night before Thursday's class. (12 quizzes x 3 points/per quiz) Complete within Blackboard Study Quizzes or Designated Modules	36
Participatory Learning Assignments		
Human Services Introduction (CO1) (CO6)	Create a human services introduction video indicating informed consent, limits of confidentiality and locating yourself in terms of expressions of identity and diversity including race, ethnicity, class, gender, sexual orientation, ability, age, religion/spirituality, and other expressions of culture that you are comfortable to share. Assignment due date: XX Post HS Introduction Video and Comments in Assignments	5
Person-in-Environment Ecological Systems Model from a Human Services Interview (CO5)	Conduct an interview with a classmate applying human services theoretical frameworks to create a Human Services Person-in-Environment-Ecological Systems Model. Assignment due date: XX Post the PIE Model and Comments in Assignments	10
Group Presentations on Analysis of Structural Power, Roles, Functions & Social Media Resources in Human Services (CLO 1) (CLO 2) (CLO 4) (CLO 5)	Collaborate with your Peer Group to create a presentation to facilitate during class (each group selects one module from 5-12): a) Create a shared file (e.g., Google Slides); b) Each group member creates at least 1 slide on the analysis of structural power for the selected module based upon reading the text about the primary roles and functions of human services professionals on micro, meso, exo, macro, and chrono systems levels; c) Each group member proposes a question to facilitate class discussion; d) Each group member also includes a one-page slide on a social media resource that provides strategies to advocate on behalf of vulnerable populations. Presentation slides are due by 11:59pm the night before the scheduled group presentation Group posts the Presentations in Group: Group Assignments	15
Reflective Journals about Participatory Learning & External Field Education Experience (CLO 6)	Field education involves students learning to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. The course is designed whereby engaging in the aforementioned course assignments are considered field education participatory learning activities (e.g., practicing introductions as a human services professional, conducting HS interviews and	10

	<p>creating PIE models, group presentations, facilitating class discussions about presentations, and researching and sharing social media resources). Also attend an approved external experience or the John Jay Wellness Center Workshop "What Impacts Mental Health," and submit your reflection as a journal entry.</p> <p>Add to the Journal entries after completing assignments throughout the semester:</p> <p>Human Services Introduction Journal due date:</p> <p>PIE Interview & Model Journal due date:</p> <p>Group Presentation Journal due date:</p> <p>External Field Education Experience date:</p> <p>Post journal reflections in Assignments</p>	
Total		100

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: approximately 180 students per year.

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

No

Yes

If yes, please indicate the area:

10. Does this change affect any other departments?

No

Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: April, 2024

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Katherine Stavrianopoulos, Ph.D.

**SYLLABUS
XXXX SEMESTER YEAR**

CHS 150 Foundations in Human Services Counseling

Professor:

Office Location: Zoom Room ID

Course Meetings: Days & Times

Course Room: Zoom Room ID

Email:

Student Hours: Tuesdays/Thursdays XX:00 AM – XX:00 AM

Phone:

Course Description

CHS 150 is a foundations course in the Human Services and Community Justice major.

The course examines the roles and functions of human service professionals working in various service delivery systems. The course uses culturally responsive, inclusive, and anti-racist values and attitudes to explore the history of human services, its foundational values, ethical standards, theoretical frameworks, and generalist interventions. Major emphasis is placed on understanding structural power and key historical, political, and psychosocial dynamics in various practice settings while raising students' awareness of their power, cultural biases, and privilege through self-reflection and experiential exercises. Students will have the opportunity to practice participatory learning and action, to ask open-ended questions, observe and engage in active listening skills. They will integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom through 10 hours of field education observation and/or participatory learning and action activities.

Course Learning Objectives (CLO)

1. ~~(LO4 Fa23)~~ Describe the primary roles and functions of a human services professional working within a range of key practice settings focusing on relevant social problems and structural power on micro, mezzo, exo, macro, and chrono systems levels.
2. ~~(LO5 Fa23)~~ Identify strategies used by human service professionals to advocate on behalf of populations at risk for and most vulnerable to social inequity and injustice due to their unique expressions of diversity (i.e., race, ethnicity, class, gender, sexual orientation, ability, age, religion/spirituality and other expressions of culture and identity).
3. Identify ways in which social welfare policy impacts human services practice.
4. ~~(LO2 Fa23)~~ Analyze how the history of social welfare, including racism, social and economic injustice in the United States influenced contemporary human services practice.
5. ~~(LO1 Fa23)~~ Apply theoretical frameworks foundational to the human services profession and analysis of structural power to a range of human service delivery systems, social problems, and affected populations.
6. Document, through participating in 10 hours of field education observation and/or participatory learning and action, integration of the knowledge, theory, skills, and professional behaviors (e.g., asking and answering open-ended questions, observing, and engaging in active listening skills that are concurrently being taught in the classroom.

Required Book/Materials:

- Martin, M.E. (2018). *Introduction to Human Services: Through the Eyes of the Practice Settings* (5th Edition). New York, NY: Pearson Education, Inc. ISBN-13: 9780136801993
- Additional readings and videos posted in Blackboard

Course Format

This section of CHS 150 meets **synchronously** online. We will meet during the regularly scheduled class time weekly. Attendance and active participation are expected at all synchronous class meetings. For

pedagogy reasons (i.e., participatory learning including open-ended questions, observing, active listening, facilitation and presentation skills) as if we were meeting in-person, it is expected that cameras are turned on for the duration of the class period.

The class format involves use of a “**flipped classroom approach.**” This means the lecture material will be delivered as readings and recorded videos online which students **view each week before** class and answer questions or comment on. A number of assignments that are typically homework will be done during class time. The flipped approach gives more time during class meetings for participatory learning. We will use Blackboard to fulfill all the weekly module assignments and online components of this course.

Co-Authored Class Agreements (To be addressed during module 1)

As a class, we will create this semester’s **class agreements** together, as a community. We will try our best to create an incredible experience for all involved. Please consider the class agreements the instructor proposes regarding the areas below and what are the restorative consequences for not honoring the agreement. Let’s be supportive, hold each other accountable, and set ourselves up for success as you consider these agreements.

Synchronous Courses Only

1. **Be Present** – Attend class? Arrive on-time? Class Conversations? Participate in Wellness Check-in?
2. **Step Up/Step Back** - Arrive prepared for learning by completing assignments by 11:59 the night before class? Cameras on when talking; during presentations; group meetings? Take periodic screen breaks as long as three is continued engagement through chat, audio, polls, etc.? Mute audio when not speaking? Text chatting (respectfully) during and outside of class?
3. **One Mic** - Allow one person to speak at a time? Listening to & respecting others?
4. **Food is Fundamental** – What if you are hungry during class...EAT...turn off your camera?

Synchronous & Asynchronous Courses

5. **Be Accountable** – Submitting assignments on time? Attend peer group meetings, text/chat communication with peer group?
6. **Share Power With Each Other** – Participate with a spirit of collaboration and building relationships via respect, mutual support, shared power, solidarity, influence, empowerment and collaborative decision making vs. using force, control, and motivation by fear ([Bergen, 2005](#))? .
7. **Growing Edge** - The class may challenge some of your existing beliefs and ideas. As we learn new things, often we may feel discomfort. When we feel that discomfort, we can lean into it and keep learning...like riding a bike. Will we keep an open mind to new ideas and the opinions of others?
8. **Struggle Together** - We may not always agree. Shall we refrain from voicing judgement, rudeness, disrespect, canceling and “throwing people away”? When someone engages in inappropriate behavior we can “call-in” the person explaining the mishap with compassion and patience encouraging restorative reflection (as opposed to “*calling out*” the person) to determine a course of action (e.g., further education, acknowledgement of harm, points deducted, removal from class)?
9. **Literacy Moments/Reaching out for help** - When you have a question or are unclear you agree to ask for a *literacy moment* to obtain clarification? When we need of help, we will reach out to the community in the following order: check the syllabus/Blackboard > peer support/accountability group > classmates > Professor? Use a group chat to communicate (e.g., Whatsapp)? Check the group chat how often? Include the professor on a group chat? Be VERY COMFORTABLE reaching out for support and help? If you’re unsure about something, it’s very likely that others are unsure as well.

10. No Quick fix - We will work to advance the John Jay mission of advancing justice in its many dimensions understanding that there are not quick fixes and change will require our ongoing effort. Therefore, some issues we address in class will not have immediate solutions or resolution. Issues may feel unfinished at times. Sometimes when we look for a quick fix it is to avoid discomfort. Where possible we bring closure, yet we understand the work we begin in this class may continue beyond this class. We will not be fixing century old problems in one day or semester we are deepening our understanding of them.

11. Liberated Minds - The course is designed to promote John Jay College's proposal of [seven principles](#) for a culturally responsive, inclusive, and anti-racist curriculum. We also seek to integrate ideas of [liberation psychology](#) which looks at the ways oppression impacts the lives of people from socially marginalized groups and how to emancipate and empower those people using dialogue, art work, and narrative exercises. Do we agree to the seven principles?

12. Additional Agreements?

This agreement is an adaptation of the covenant used by the anti-racist grass-roots organization, the [People's Institute for Survival and Beyond](#)

Course Grading		
The course is based on a point system that equates to letter grades as described below. Every student in the course begins with a potential for 100% (grade of A). The points criteria are described below:		
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	<p>creating PIE models, group presentations, facilitating class discussions about presentations, and researching and sharing social media resources). Also attend an approved external experience or the John Jay Wellness Center Workshop "What Impacts Mental Health," and submit your reflection as a journal entry.</p> <p>Add to the Journal entries after completing assignments throughout the semester:</p> <p>Human Services Introduction Journal due date:</p> <p>PIE Interview & Model Journal due date:</p> <p>Group Presentation Journal due date:</p> <p>External Field Education Experience date:</p> <p>Post journal reflections in Assignments</p>	
Total		100

Grade Equivalents		
Letter	GPA	Points
A Excellent	4.0	93.0–100.0
A–	3.7	90.0–92.9
B+	3.3	87.1–89.9
B Good	3.0	83.0–87.0
B–	2.7	80.0–82.9
C+	2.3	77.1–79.9
C Satisfactory	2.0	73.0–77.0
C–	1.7	70.0–72.9
D+	1.3	67.1–69.9
D Passing	1.0	63.0–67.0
D–	0.7	60.0–62.9

Online Course Organization, Communication, and Requirements

The course will make use of Blackboard to post Syllabus, Announcements, Assignments, Lecture Videos, Discussions, and Questions & Answers (Q&A). If you have questions about the class or assignments and need to communicate with the instructor, please post your question in the Blackboard Discussion Q & A section so all students can benefit from the question and answer. You can expect a reply within 24 -48 hours. If there is a private issue you may send an email to the instructor directly. **You must write in the subject line CHS 150 Section # and Your full name.** Emails without the above information may be returned with request to add it.

Communication: Gender Pronouns and and Students' Preferred Names

All members of the classroom community are expected to address one another by their preferred names and pronouns. Please help us know your pronoun and proper pronunciation of your preferred name. You can update your preferred name yourself in CUNY First.

Important Note: Your email address is the same email address that appears when you post online. Even

if you customarily use other email addresses, be sure to use your John Jay email address for this course. If you have difficulty with your John Jay email, immediately contact me via your regular email with the reason in the subject heading. This is the only time a non-John Jay email will be answered. You should check your John Jay email every day to avoid missing important communications.

College Attendance Policy

Students are expected to attend all class meetings as scheduled. Excessive absence may result in a lower grade in class participation and may result in the loss of financial aid. The number of absences that constitute excessive absence is determined by the individual instructor, who announces attendance guidelines at the beginning of the semester in the syllabus for the course.

Source: *John Jay College of Criminal Justice Website, Academic Standards & Requirements*

For pedagogy reasons cameras are expected to be on throughout the entire class meeting. Participation is documented during online class meetings. Students are expected to attend every class because **activities occur during each class which require participation to earn points.** Absent students will miss information that is enriching to the readings and video lectures. Students are expected to log-in 5 minutes early, attend with the ability to turn the camera on for class activities, and not to leave before the end of the class period.

Peer Group Work Expectations

Students will be expected to be in Peer Groups by going to the Blackboard “Groups” tab to see the peer support and accountability team members (5-6 students per group) created by the instructor. This team of students will work together the entire semester to **support** each other in being prepared and accountable for course assignments. Each group will select and submit to the instructor its name. As a team, you will create a group chat for communicating about assignments, offering ongoing support, positive feedback, and good vibes to each other. (Select a platform, e.g., Whatsapp, SMS Texting, Telegram, etc.). The Peer Group is one way you will practice communication skills you will use counseling as a human services professional.

Discussion Board Expectations

This course uses [VoiceThread](#) and [PlayPosit](#) (tools for having interactive conversations around media) in Blackboard for outside of synchronous class Discussions and some Assignments. In addition to synchronous class discussions, VoiceThread discussions are where the back-and-forth communication of the class will take place. It is another place to participate in modules. There is a separate place for the remainder of Assignments--you'll see that elsewhere on this Blackboard site. Although it may be new to some students, VoiceThreads are the place in which we will look to simulate (and sometimes even enhance) the quality of dialogue that ordinarily takes place in the classroom.

CUNY Policy on Academic Integrity

[Academic dishonesty is prohibited in CUNY.](#) It includes, among other things: *cheating* (e.g., submitting the same paper for more than one course; unauthorized use during an exam of any electronic devices); *obtaining unfair advantage* (e.g., circulating or gaining advance access to exam materials); and *plagiarism*, which is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation (including information from the Internet). Using the ideas or work of another is permissible only when the original source is identified. Plagiarism may be intentional or unintentional, but lack of dishonest intent does not 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. If in doubt, it is better to include a citation.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation at: http://guides.lib.jjay.cuny.edu/citing_sources. In this class we use APA Style.

Statement of John Jay College Policy on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations of 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. **Plagiarism detection software:** The College subscribes to [Turnitin.com](https://www.turnitin.com), and Blackboard has a similar module called SafeAssign. If you will be using any plagiarism detection software in your course, you must state it on the syllabus.

Source: [John Jay College of Criminal Justice Undergraduate Bulletin](#)

Americans with Disabilities Act (ADA) Policies

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

Source: [Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities](#), 4th ed., City University of New York, p. 3.

The Alan Siegel Writing Center

The Alan Siegel Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>) provides free tutoring to students of John Jay College; its online services are described here:

<http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. If I give you a referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Wellness & Student Resources

Students experiencing any personal, medical, financial or familial distress, which may impede their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and emergency funding support. See <http://www.jjay.cuny.edu/wellness-resources>

Additional student resources you might want to include:

Visit the Students' Academic Resources & Services website for a full list of student support resources:

<http://www.jjay.cuny.edu/students>. They include:

- Academic Advisement Center, <http://www.jjay.cuny.edu/academic-advisement-center>
- Center for Career & Professional Development: <http://www.jjay.cuny.edu/Career-services>
- JJ Children's Center: <http://www.jjay.cuny.edu/Childrens-center>
- Housing: <http://www.jjay.cuny.edu/housing>
- Military and veteran services: <http://www.jjay.cuny.edu/military-and-veteran-services>
- Women's Center for Gender Justice: <http://www.jjay.cuny.edu/womens-center/gender-justice>
- LGBTQ+ Resource Center (<https://www.jjay.cuny.edu/lgbtq-resource-center>)
- Jay Express Services: <http://www.jjay.cuny.edu/jay-express-services>

The Immigrant Student Success Center: <https://www.jjay.cuny.edu/immigrant-student-center>

Resources for Reporting Sexual Harassment, Sexual Assault, Stalking, or Domestic and Dating/Intimate Partner Violence

The individuals below are available to discuss your rights and the resources available to you as well as help you explore your options for reporting sexual misconduct, harassment or discrimination of any kind:

1. Gabriela Leal, Title IX Coordinator, 646-557-4674, gleal@jjay.cuny.edu
2. Diego Redondo, Director of Public Safety & Risk Management, 212-237-8524, dredondo@jjay.cuny.edu
3. Michael Martinez-Sachs, Dean of Students, 212-237-8211, msachs@jjay.cuny.edu

To speak confidentially, you may contact Women's Center Counselor and Gender-Based Violence Prevention and Response Advocate, Jessica Greenfield, jgreenfield@jjay.cuny.edu. For more information, please see CUNY's Policy on Sexual Misconduct ([PSM](#)), or refer to this [Q & A document](#).

Extra Work During the Semester

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

Source: [John Jay College of Criminal Justice Undergraduate Bulletin](#)

Incomplete Grade Policy

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

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

When completing the online Incomplete Grade Form, the faculty member agrees to grade the student's outstanding coursework as specified on the form and to submit the student's grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the incomplete grade automatically becomes the grade of FIN.

This policy does not apply to laboratory and studio courses, or to internship courses, for which neither the professor nor the department can reasonably accommodate a student's missed lab or studio or internship work as described herein. The academic departments which offer such courses shall develop departmental policy for consideration by the College Council. Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.

Resolving the Grade of Incomplete through Make-up Examinations

The procedure outlined here is initiated when a student has received the grade of INC because of absence

from a final examination.

All makeup final examinations given after the completion of the semester are processed and administered by the faculty member who taught the course or by his or her academic department. Contact the instructor for details. Source: [John Jay College of Criminal Justice Undergraduate Bulletin](#)

Course Topics & Assignment Due Dates

Tues.	Thurs.	Module	MODULE TOPICS
Quizzes due 11:59 pm the night before Thursdays class (except where noted)			Assignments Due in Bold
INTRODUCTIONS, HISTORY, ETHICS, GENERALISTS & INTERVENTION SKILLS			
1/30	1/25 2/1	1	<ul style="list-style-type: none"> Introduction to the Human Services Profession Read Introduction to Human Services, Martin: Chapter 1 (no Module 1 Quiz)
2/6 2/13	2/8 2/15	2	<ul style="list-style-type: none"> History and Evolution of Social Welfare Policy, Institutional and Structural Racism Analysis of Structural Power & Racism Assignments Due Midnight Tuesday 2/13 <ul style="list-style-type: none"> Read IHS, Martin: Chapter 2 Complete Module 2 Study Quiz
2/20 2/27	2/22 No Class: Follow Monday Schedule 2/29	3	<ul style="list-style-type: none"> Ethical Standards, Generalist Skills, and Intervention Strategies Assignments Due midnight Tuesday 2/27 <ul style="list-style-type: none"> Read IHS, Martin: Chapter 3 Complete Module 3 Study Quiz
FIELD EDUCATION PARTICIPATORY LEARNING			
3/5	3/7	4	<ul style="list-style-type: none"> Child & Youth Services Assignments Due Midnight Thursday 3/7 <ul style="list-style-type: none"> Read IHS, Martin: Chapter 4 Complete Module 4 Study Quiz Human Services Introduction Reflective Journal #1 about Human Services Introduction
3/12	3/14	5	<ul style="list-style-type: none"> Human Services with Older Adults Assignments Due Midnight Thursday 3/14 <ul style="list-style-type: none"> Read IHS, Martin: Chapter 5 Complete Module 5 Study Quiz In-Class Discussion: Person-in-Environment Ecological Systems Human Services <i>Interviews only</i>
3/19 Group Presentation: Group X	3/21	6	<ul style="list-style-type: none"> Behavioral Health Services Assignments Due Midnight Thursday 3/21 <ul style="list-style-type: none"> Read (IHS, Martin: Chapter 6) Complete Module 6 Study Quiz
3/26 Group Presentation: Group X	3/28	7	<ul style="list-style-type: none"> Housing and Homelessness Assignments Due Midnight Thursday 3/28 <ul style="list-style-type: none"> Read IHS, Martin: Chapter 7 Complete Module 7 Study Quiz
4/2 Group Presentation: Group X	4/4	8	<ul style="list-style-type: none"> Medical, Health Care, and Hospice Assignments Due Midnight Thursday 4/4 <ul style="list-style-type: none"> Read IHS, Martin: Chapter 8

			<ul style="list-style-type: none"> ○ Complete Module 8 Study Quiz
4/9 Group Presentation: Group X	4/11	9	<ul style="list-style-type: none"> • Human Services in the Public School • Assignments Due Midnight Thursday 4/11: <ul style="list-style-type: none"> ○ ○ ○ Read IHS, Martin: Chapter 9 ○ Complete Module 9 Study Quiz
4/16	4/18	10	<ul style="list-style-type: none"> • Religion, Spirituality, and Faith-Based Agencies • Assignments Due Midnight Thursday 4/18 <ul style="list-style-type: none"> ○ Read IHS, Martin: Chapter 10 ○ Complete Module 10 Study Quiz
4/23 No Class Spring Recess	4/25 No Class Spring Recess		SPRING RECESS No Classes
4/30 Group Presentation: Group X	5/2	11	<ul style="list-style-type: none"> • Violence, Victim Advocacy and Corrections • Assignments Due Midnight Thursday 5/2 <ul style="list-style-type: none"> ○ Read IHS, Martin: Chapter 11 ○ Complete Module 11 Study Quiz ○ Person-in-Environment Ecological Systems Model based on Human Services Interview previously conducted during class ○ Reflective Journal about PIE Model & Interview
5/7	5/9	12	<ul style="list-style-type: none"> • Rural Human Services • Assignments Due Midnight Thursday 5/9: <ul style="list-style-type: none"> ○ Read IHS, Martin: Chapters 12 ○ Complete Module 12 Study Quiz
5/14		13	<ul style="list-style-type: none"> • International Human Services • Assignments Due Midnight Tuesday 5/14: <ul style="list-style-type: none"> ○ Read IHS, Martin: Chapters 13 ○ Complete Module 13 Study Quiz ○ Reflective Journal about Group Presentation ○ Reflective Journal about External Field Education Experience <p>LAST DAY OF CLASS</p>
5/16-5/22			Final Examinations Assignment Due at Final Exam TBD:

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

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: 4/11/2024

1. Name of Department or Program: English

2. Contact information of proposer(s):

Name(s): Adam Berlin, Jeffrey Heiman
 Email(s): aberlin@jjay.cuny.edu, jheiman@jjay.cuny.edu
 Phone number(s): 212-237-8564 212-237-8697

3. Current number and title of course: **ENG 212 Introduction to Creative Writing**

4. Current course description:

This course introduces students to the writing workshop format. In a workshop environment, students explore three principal genres of creative writing: first-person narrative, fiction, and poetry. We begin each section of the course with discussion of the genre's structural guidelines and close reading of short, published work and follow with exercises to help students gain familiarity with a writer's tools. Then students write and present their original creative work in class for constructive criticism from other workshop members and instructor. Writers then re-think and revise their work, essential steps in the writing process.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101 and ENG 201

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

As it stands, ENG 212 is a gateway course to the Creative Writing Minor. And in the many years it has run, we have come to recognize its college-wide appeal. This course, if situated in the

Communications option, would expose students to writing modes not yet represented in our Gen Ed line-up. Built into the design of 212 are the Communications LO's—clear expression, creative work, group-wide collaboration, and critical analysis of published and student writing. With this revision we propose two things:

- 1) To eliminate the ENG 201 pre-requisite
- 2) To expand and deepen elements of the course that make it suitable for the Communications requirement

Revisions to the course include refined focus on writing craft, on the use of critical tools in the analysis of professional and peer work, and on class-wide collaborative work that is the core of the writing workshop format. Additionally, we have reworked the syllabus to include more time on original writing and peer critique. We are seeking to remove the ENG 201 prerequisite because that focuses on academic writing in several disciplines. In contrast, ENG 212 trains students to collaboratively develop their own writing voices through engagement with professional exempla and the work of their peers.

6. Rationale for the proposed change(s):

In writing creatively, students develop their own voices, written and oral. And in reading critically (the work of professionals and peers) and writing original work, students gain competency with a writer's tools and techniques. This skill can transfer to instances where interpretation/analysis are elements of college coursework. The social and often very-personal context, unique to the Writing Workshop, builds confidence to present ideas publicly. Students' communication and collaboration skills are refined in these weekly class critiques, where students offer deep responses to their peers' work, and writers are challenged to adapt and incorporate those insights into their revised drafts.

A unique feature of the creative writing experience is that students try on and inhabit (in their creative and critical endeavors) voices and perspectives that are not necessarily their own. In each of the creative genres, students will learn to distinguish between characters' voices and points of view. Ideally, these are also exercises in inclusivity and compassion.

With its current pre-requisites of ENG 101 and 201, the course isn't yet available to students searching to meet their interests early in their college careers. We recognize that not everybody with an impulse to write a story, a poem, or an essay in creative nonfiction is going to stay on the creative track, but we know from experience that students come through 212 more confident and alert readers. ENG 212 should serve a broader audience.

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

- a. Revised course description:

ENG 212 invites students to think creatively and write original stories, poems, and personal narratives. The semester starts with short readings and creative exercises that give students practice in each form and help them gain familiarity with a writer's tools. Participants then

write and present their original creative work for constructive criticism from peers and instructor. This collaborative work is the core of the writing workshop. Students incorporate class comments and their own new thinking into the revisions of their drafts, an essential step in the writing process.

b. Revised course title: NA

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

d. Revised learning outcomes:

ENG 212's learning outcomes line up with the general education outcomes for the Communications area of the College Option.

- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic
 - Students will write creatively (original work), communicate to each other orally (in-class comments), and write analytically (guided critiques of peer work). The writing workshop is tailor made to meet this learning outcome.
- Work collaboratively
 - While there is no explicit small-group component to this class, the writing workshop itself is an intimate, group-wide collaboration. In the public critiques, everybody speaks and each writer must listen critically and decide which suggestions best serve their work. This points up the necessity of editing in the writing process, not just dotting I's and crossing T's but comprehensive revision where work is edited on the structural and prose levels based on the collaborative effort built into the workshop format. (We note that 212 students often make personal connections based on creative work—similar subjects, similar aesthetics. They stay after class in small groups to further discuss the day's writing.)
- Maintain self-awareness and critical distance
 - Students will learn peer-review protocol and rhetorical strategies to comment on each other's work with an awareness that the writer and the writing are separate entities and that public critiques can expose raw feelings. The combination of weekly creative work and public presentation will train students to maintain a critical distance from their own work, which will augment the revision process.
- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society
 - The stories and poems and personal narratives that students write derive from felt experience, and the course encourages students to develop their own voices. In English 212 students are writing with an awareness of an audience (classmates). What they produce are not papers to be graded by a single instructor but creative work that provides access to another's felt experience/point of view. John Jay's students, coming from diverse communities across NYC, the region (and well beyond), are already keyed into the range of perspectives that comprise our own multi-cultural, multi-lingual environment. The nature of

this course, with its three genres and its participation requirement, guides students toward a recognition of a diverse society whose microcosm is the classroom.

e. Revised assignments and activities related to revised outcomes

Peer Review Guide

This exercise prepares students to write, to speak, and to think critically, and so addresses each of the Communications' learning outcomes. This guide will work as a foundational element in the course's peer critiques of prose (see prose workshop weeks on the syllabus). For the personal narrative section, we replace the idea of character with speaker. Notice that these guidelines ask students to maintain critical distance as they comment on each other's work, using vocabulary appropriate to each genre. Students naturally filter their remarks through their own experiences, but participation in the workshop provides experience in broader cultural contexts.

Use this guide when preparing your written and oral remarks.

In a sentence or two, what is this story about? (Is there a broader message coming through the piece, something more universal? For instance, does the piece make a general statement about families, or relationships, or work, or sex, or growth, or change, etc.? If so, state it. This is a question about theme, not plot.) Remember, we've talked about the difference between what happens in a story and what the story is about.

As you see it, what does the main character in this story want? Do they achieve that (goal/desire) or in a significant way fail to achieve their object? (It's possible a character may not quite know what they are after. That's fine, but you, the peer critic, need to have at least a rough idea of what they want.) Does the character seem, by virtue of action or choice, to be any different at the end of the story? In what ways?

What are the two or three most effective moments in the story? Explain in detail why you think these events, interactions, thoughts, speeches are successful. (It's not enough to say you liked the story. You must think about why.) Can you point to a climactic moment in the story?

What part(s) of the piece could be improved? What's not fully developed? Suggest specific ways to help the writer make the piece more authentic, real, true, honest. What does the piece need? (These could include elements of character, plot, dialogue, even the words used to tell the story. Read closely. Any other thoughts about the piece?)

Exercise: Write Emotion/Reach Your Audience (1 page)

This exercise asks students to consider audience and to search for ways to create a felt experience in a wider readership. Clear expression and awareness of audience center this exercise. Students have the opportunity to find language that is both true to the emotion and accessible to peers.

We're presenting our work publicly in class. That's the joy of a Writing Workshop. You want to make your readers hear your voice and feel the emotions (in all three genres). We're starting with personal narrative so here goes:

Writers often say it's harder to describe an emotion than a scene or a person or an event. And happiness or love might be hardest of all because of the sentimentality that often comes through. Maybe your heart flutters when the lovers overcome adversity to be together, but just as often you smirk because the emotion is about as deep as a Hallmark card. Yet writing emotion is essential for any work of literature.

Here's a short list of some pretty basic emotions that need to be made concrete in your work:

Anger, Sadness, Joy, Confidence, Shame, Disgust, Love, Regret

And here's the exercise:

Describe a recent moment when you felt one of these emotions. Instead of saying how much anger, hate, shame, etc. you felt, see if you can use details, images, and even rhythms to convey the emotion. Be physical. Avoid abstraction. Try not to use words/phrases too easily related to the emotion you're describing. For example, if anger, don't use "I was boiling mad." If, sadness, don't write "my heart was heavy." Be concrete in your writing. Make your page as visual as you can, so that a reader might feel the emotion. We'll read these pieces out loud in our next class, trying to name the emotion you're working with.

Remember to be as personal and specific as you can. This way you'll be less inclined to write clichés and over-generalizations. Make sure not to name the emotion you are describing. And above all, remember you are not writing for yourself or for the desk drawer. The object of the exercise is to convey an emotion to somebody who is not you and to let them feel it.

Dramatic Monologues in Poetry

This exercise allows students to put critical distance on a subject before delving into the subject, which speaks to the self-awareness objective. These monologues will be read aloud in their entirety, giving students a fuller experience of presentation and audience. Because rhythm and sound are vital to the poetic form, students hear another aspect of meaning in their poems, which leads to fruitful discussion that takes in technique.

In a dramatic monologue (a poetic form) the speaker is often different from the writer, or the writer writes from a place in the past. It's almost a poetic acting exercise—you put yourself in the shoes of another character or the character you once were, so that you can speak like that character.

Now that we've read "My Last Duchess" and "Theme for English B" we have an idea about what a dramatic monologue sounds like. Even though each piece is somewhat dated in its own way, each character seems timeless because they are true to life.

Write a dramatic monologue. You might choose a speaker from another time, place, or culture; you might choose a specific figure out of history or the news; you might invent a fictional speaker; you might choose a speaker of the opposite sex; you might choose a speaker much older or much younger than yourself.

This prompt allows you to step into the life of another person (or the person you were) and to speak in their voice. Perhaps you should allow yourself to say some things you might not

normally hear yourself say. Behind the mask of another character or the character that you were, it's often easier to speak the truth.

f. Revised number of credits: No change

g. Revised number of hours: No change

h. Revised prerequisites: **ENG 101**

8. Enrollment in past semesters: 21 per class (Writing Intensive) per semester

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

No _____ Yes X If yes, please indicate the area: JJ College Option

College Option:

Justice Core 100-level: Justice and the Individual	
Justice Core 300-level: Struggle for Justice & Inequality in the U.S.	
Justice Core 300-level: Justice in Global Perspective	
Learning from the Past	
Communications	X

9b. Please explain why and how this course fits into the selected area:

ENG 212 engages students in each of the four learning outcomes. Its principal work is in communication, in the three modes of creative work, in responsive analytical work, and in oral presentation. Further, the critical work in this course trains students in the self-awareness that will lead to sensitive and constructive criticism. Students will employ these foundational skills in their modes of expression (written and oral), in their collaborative tasks in this class (and others), and as they share critique and insight with peers.

9c. If yes, frequency and number of sections to be offered for General Education:

Every semester X Number of sections: 2
 Fall semesters only _____ Number of sections: _____
 Spring semesters only _____ Number of sections: _____

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: April 2024

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
 Jean Mills, Chair, Department of English

John Jay General Education College Option Course Submission Form

Course Prefix & Number	ENG 212
Course Title	Introduction to Creative Writing
Department or Program	English
Discipline	
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101
Co-requisites	
Course Description	ENG 212 invites students to think creatively and write original stories, poems, and personal narratives. The semester starts with short readings and creative exercises that give students practice in each form and help them gain familiarity with a writer's tools. Participants then write and present their original creative work for constructive criticism from their peers and the instructor—this collaborative work is the core of the writing workshop. Students bring class comments and their own new thinking into the revision of their drafts, an essential step in the writing process.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

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

John Jay College Option Location

Please check below the area of the College Option for which the course is being submitted. (Select only one.)

<p>Justice Core</p> <p><input type="checkbox"/> Justice & the Individual (100-level)</p> <p><input type="checkbox"/> Justice & the Individual (200-level transfer seminar)</p> <p><input type="checkbox"/> Struggle for Justice & Inequality in U.S. (300-level)</p> <p><input type="checkbox"/> Justice in Global Perspective (300-level)</p>	<p><input type="checkbox"/> Learning from the Past</p>	<p><input checked="" type="checkbox"/> X Communication</p>
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Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Communications - Please explain how your course meets these learning outcomes	
Students will:	
<p>Students will write creatively (original work), communicate to each other orally (in-class comments), and write analytically (guided critiques of peer work—Week 3). The writing workshop is tailor made to meet this learning outcome. Specifically, students will write and present one of their own creations in their Personal Narrative Workshops (Weeks 4-7), the Short Story Workshops (Weeks 9-12), and the Poetry Workshops (Weeks 13-15). During each of the weeks when students are not presenting their own work, they will write critiques of their peers' work.</p>	<ul style="list-style-type: none"> Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.
<p>Students will learn peer-review protocol and rhetorical strategies to comment on each other's work with an awareness that the writer and the writing are separate entities and that public critiques can expose raw feelings. For eleven of the fifteen weeks in the course, students will present and comment upon the work of their peers in the Workshop sessions. The combination of weekly creative work and public presentation will train students to maintain a critical distance from their own work, which will augment the revision process.</p>	<ul style="list-style-type: none"> Maintain self-awareness and critical distance
<p>The Writing Workshop (Week 4-7, 9-12, and 13-15) is itself an intimate collaborative process where presenters and peer reviewers work together to develop student writing into its best form. Everybody speaks and, along the way, the writer must listen critically and decide which suggestions best serve their work. This points up the necessity of editing in the writing process, not just dotting I's and crossing T's but a comprehensive revision where work is edited on the structural and prose levels based on the collaborative effort of the workshop format.</p>	<ul style="list-style-type: none"> Work collaboratively

<p>The nature of this course, with its three genres and its participation requirement, guides students toward a recognition of a diverse society whose microcosm is the classroom. The stories and poems and personal narratives (that students write) are built on felt experience, and the course encourages students to develop their own voices. In English 212 students are writing with an awareness of an audience (classmates)—not a paper to be graded by a single instructor but a creative work that provides access to another’s felt experience/point of view. The diversity of reading selections—from Jericho Brown to Sandra Cisneros to Edwidge Danticat to Jack Gantos to Roxanne Gay to Kimiko Hahn to Jhumpa Lahiri to John Updike—support the objectives of learning outcome.</p>	<ul style="list-style-type: none">• Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society
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**ENGLISH 212: Introduction to Creative Writing
Writing Intensive Course
John Jay College of Criminal Justice
City University of New York
New York, NY 10019**

Professor:
Office:
Email:

Description

Introduction to Creative Writing will bring students into the Writing Workshop format where they will read and critique each other's original, creative work. As participants in a College Option Communications course, students will meet the learning objectives of self-expression, collaborative work, engagement with audience, and the development of critical self-awareness.

ENG 212 will cover the structural building blocks of three writing forms (personal narrative, fiction, and poetry), supplemented with published examples of each form and writing prompts that focus on technique. After each form is presented, students will write original work in that form and share their first-person narratives, fiction, and poetry with classmates in a workshop setting. After receiving constructive, hands-on criticism, students will revise their work into fuller, more complete and polished pieces.

Writing Workshop Format

After two weeks, the course will become a Writing Workshop. This is the exciting part of the course, the time when we get to share our creative work with each other. Student work in each form will be posted on Blackboard in the appropriate week and critiqued/discussed in class. These workshop discussions are meant to be critical in the best way—I expect your criticism to be kind, but also honest and constructive. One of the challenges in a creative workshop is sharing work with an audience and hearing their comments and critiques.

A note on handing in your work and posting your critiques. Each student will have their own thread for their work on the Discussion Board; that way you'll be able to see all the comments and all the back-and-forth about your first-person narrative, story, or poems on the thread (there will be a separate thread for each form). I will ask students to send their work to be workshopped to me by Saturday morning so I can post the stories on the appropriate Week module by Monday

morning. (I will make up a schedule, so you'll know exactly when your work is due.) And I will ask you to post your critiques no later than Sunday night—again, the earlier the better. Do not wait until the last minute to read/critique work. This will give you (the writer of the workshopped piece) plenty of time to read the comments, digest them, and start revising your creative work until it's closer to the best version it can be.

What to Write

Students may write on any topic they choose, but let's agree that in this course we're not writing genre pieces ("romance-novel" pieces, science fiction or apocalyptic or fabulist pieces, hard-boiled detective narratives, vampire and zombie stories). We will be reading "literary" work (personal narratives that are indeed personal, and stories that are character-driven, and poetry that is grounded) and this is the type of creative work best suited to ENG 212. Over the fourteen weeks that we're together, I believe you'll come to recognize how simple, realistic, very-personal writing is the most powerful, resonant writing. That said, this is a creative writing course, so take risks. With time, you'll find that the best risks, the most exciting and memorable risks, are often the most grounded and realistic.

Communications Learning Objectives

ENG 212 is a writing intensive course. In the creative writing process, and in peer group workshops, students will learn to discover, discuss, and critique their own ideas. Students will use writing to understand terms and concepts specific to creative writing and to evaluate those terms and concepts.

- Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.
- Maintain self-awareness and critical distance
- Work collaboratively
- Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society

Course Requirements

Fulfillment of writing prompts

Active participation in class critiques

Discussion Board postings

One complete first-person narrative (around 1500 words) (draft and revision)

One complete fictional story (around 2000 words) (draft and revision)

Three thoroughly revised poems (draft and revision)

Peer Critiques

You will write complete, detailed comments about your fellow students' work. This will not only help you improve as writers but will make you more insightful readers as you learn to identify the choices writers make. Other than writing your own original work, this is your major responsibility. It is not enough to say you like a student's work—you must write detailed, thoughtful comments. Each story will have its own Discussion link on the Discussion Board where you'll have room to post your critiques. **Failure to provide written comments of at least 200 words for each post will result in a failing grade for the course.** Good writers are almost always good readers, so read all class work carefully and thoroughly. I will make sure that you are upholding this key workshop responsibility.

A Note on Workshop Comments

Your comments on the stories written by your classmates should be kind and constructive. It's not enough to say you like the story or poem or personal narrative. We are working like real

writers in this class and workshops are meant to be a place to point out, very specifically, what you think is effective and why, and what you think needs work and why. We're here. We're sharing our work. And we should recognize that critiques help to refine the writer's perspective and the work. Everybody needs an editor.

The key words when writing and offering in-class critiques: Be kind. I ask you to consider the wording of your comments and present your critiques with care. In public critiques it's best to speak of the work itself and not to or about the writer. You can criticize, of course—that's why we're here, to get critiqued—but do so with a generous spirit. We're here to help each other, to learn from each other. There's no competition here; we're here to work together. After our prose and poetry are workshopped, we can go back and write the best versions of our work.

To give you an idea of what a solid peer critique looks like, here's a sample comment that weighs in at around 200 words about a short story:

I admire your narrator's ability to show grace under pressure and also his sense of humor. Byron is an engaging character and one I'm ready to follow on his drunken night. You have such a strong voice and I hope you'll push yourself harder when revising. While there's some tension between Rayquis and the narrator, you should think about what makes this night different (and worth writing about). For instance, when Rayquis taps the narrator in a jokey way and says, "Bro, drink up. What's wrong with you?" you have the start of some good, deepening tension, but it's dropped. Even a physical gesture from Byron would work well and could open some fictional possibilities. Are there any other sources of tension in this group of friends? Is there any realization that these routine nights of partying are getting stale? What's most interesting is that Byron is both a troublemaker and a nurturing protector, a young man who actually tucks in his wasted best friend at the end of a drunken night. How does your narrator feel about his position as leader? Does he believe his friends would have his back the way he has theirs? If you introduce a different kind of conflict, one that isn't resolved so quickly, your real story will emerge. Watch the wordy moments (the explanatory moments don't sound real), the dialogue format, and keep your tenses consistent. And I want to see more of this bar that charges \$400 for a bottle of Absolut. The story already has a great comic tone, so I'm looking forward to seeing your story go to deeper, more gut-wrenching places.

You get the picture. Spend time on your comments—they will help your fellow writers and they will help you become a better editor of your own work.

Midterm and Final Work

You will thoroughly revise your original work so that it is polished, complete, and thematically resonant. Your revised first-person narrative is due during midterm week and your revised fictional story and three poems are due on our Final Exam day.

Readings

There is no textbook for this course. All the required stories will be posted on Blackboard.

Writing Workshop Format

We will arrange a schedule so that each student's work will be kindly and constructively discussed. I will provide you with a schedule that states when your work is due. This will begin in Week 3, so I suggest you immediately start thinking about and writing your first creative writing assignment—the personal first-person narrative. We will cover approximately five pieces a week. Part of your job as a

writer is to meet a deadline. If you do not post your story on the due date, you forfeit your workshop date and are in jeopardy of failing the course. Once the workshop part of our course begins, I will expect you to write an hour a day, which is plenty of time to complete and edit and revise your creative work. During the next fourteen weeks I will treat you as professional writers and, as the adage goes, writers write.

All work must be typed, double-spaced, have correct margins, and be carefully proofread—hand in a neat, error-free manuscript (see the note on grammar below). When we get to the poetry section of our course you can single-space.

All members of the class are responsible for reading the work and providing detailed comments on the Discussion Board. These comments should be **at least two hundred words**. Writers will then use these comments to thoroughly revise their original work.

Grammar

Creative Writing is creative—you are allowed to take chances with your subject and your presentation of that subject. Still, grammar counts. I expect you to have a firm grasp about how to construct strong, grammatically correct sentences. And unless you are playing with grammar in your prose in a very conscious way, I expect to see error-free writing. When we begin writing poetry, you can of course take liberties with grammar—in poems, sound is often more important than correctness.

If there are too many grammatical errors in your prose, your fellow students will get bogged down with copyediting your work, which is not what this course is about. Too many errors also break the “dream” you’re creating. If you need extra help on grammar, please contact the Writing Center and arrange a meeting with a tutor. Grammar counts toward the grade of your work. If there are too many grammatical errors in your workshopped work, you will not get through this course.

Grades

Grading creative writing is a subjective process. Still, it is usually easy to determine whether a writer has rushed something off the night before an assignment is due, or if the writer has taken the time and effort to share a more “finished” piece. Your writing will be graded on both the quality of the manuscript you share during your workshop week (which should be as well-revised as you can make it—work-shopped pieces should **not** be a first or second or even third draft of your story) and on the quality of your **revised** manuscript. Your revised manuscript will receive a letter grade that reflects **both parts** of the process.

Revision does not just mean crossing your *T*'s and dotting your *I*'s. It is a thorough process where you incorporate class comments, explode your work, and put it together again, so that your revised manuscript is more complete, more resonant, more polished.

Because this is a workshop class, class participation and thoughtful written responses to your fellow students' work will be accounted for in your final grade.

Assigning points to critiques and checking off that you've done the work is not something that I want to do in a creative writing course. I will know (just as you will know) if you are doing the work. I will give you a letter grade for each of your stories and I will check that each of you is providing a detailed, thoughtful critique of at least two hundred words for every workshopped piece.

The letter grade for each revised manuscript will count as roughly 22 percent of your grade (so the three revised manuscripts will count for two-thirds of your final grade). Class participation and written responses to student work will count for the remaining third of your final grade.

Just so we're on the same page, I'll say this in writing: If you do not provide satisfactory critiques for your fellow writers, you're basically failing up to a third of the course's requirements. For this, I will do the math: 100% minus 34% is 66%. That's a D in letter grades, and that's assuming you received an A on all your original work. Your critiques will help your fellow students and they will help you become a more discerning reader, which will in turn make you a more skilled writer. So take the critique portion of the course very seriously. Read carefully and comment carefully.

Netiquette and Plagiarism

See the "Read This First" page on your Course page to read John Jay's policy on **Plagiarism** about **Netiquette Expectations**. Good netiquette is especially important in a creative writing class where we will be sharing work that often feels very personal. And when it comes to creative writing, plagiarism is especially inexcusable.

These are the key points of the Netiquette section:

Don't TYPE in all CAPS.

Choose your words carefully.

Email should be professional: Use proper punctuation, spelling, and grammar. Avoid abbreviations and acronyms. Avoid too much information. Don't send an email with an attachment only. Put a subject in the subject line.

On discussion board posts, remember that there are other people involved. Avoid responding to posts in the heat of the moment. Give yourself time to process what you've read, then respond. You'll find that your responses are more respectful that way, even if you're disagreeing with someone's points.

Final Note

Again, good writers are usually good readers. I've assigned some select readings and have posted a number of supplemental readings that illustrate points we discuss in class. But I hope you'll try to read as many personal narratives, short stories, and poems over the semester as you can. I recognize that everyone is very busy, but I urge you to read widely as you develop your own writing interests and voice. You can start with the Supplemental reading I've posted on Blackboard. And there is strong creative writing a search bar away: *Best Literary Magazines*. One place you could go is *J Journal's* site (jjournal.org). *J Journal* is the literary magazine housed at our college, and there are links to many fine stories and essays and poems, all with a justice focus, all connected in some way to the mission of our college. There are numerous journals that post content online. The more you read, the better you'll understand a writer's choices and the choices you need to make in your own work.

Final Final Note

This creative writing workshop should be a joyful experience, and I hope you'll approach the course this way. We're going to be writing our own original work. We're going to be talking about each other's original work. We're going to revise our work until we're writing more impactful versions of the narratives and stories and poems we want to write. This is hard work, but it's also exciting work. What we write and read in this class will stay with you.

ENG 212 is the gateway course to the **Creative Writing Minor**. At the end of this course, you'll probably have a better idea about what form you wish to work in more extensively. We have fiction courses and personal narrative courses and autobiography courses and poetry courses and screenwriting courses, and 300-level courses in many of these forms. If you're thinking about minoring in Creative Writing, we'd love to have you in the minor. Creative writing is hard work when you take it seriously, but it's joyful work and memorable work.

Course Schedule

Introduction to Creative Writing is a workshop course and so most of our time will be spent writing original work and then reviewing and critiquing each other's work. I've made up the schedule of workshop dates so you'll know exactly when your work is due. I suggest you start thinking about and writing your first-person narratives immediately since this will start coming due in about two weeks. Still, if you're putting in an hour of writing a day, which you should, you'll be able to complete your work with a lot of room to spare for revision.

Because we're looking at and working with three forms, scheduling may shift a little toward the end of the course depending on how much time the early forms take. But we will get all three forms in and by the time we get to the poetry part of our course, you'll be seasoned workshop writers, so we can move forward more quickly.

First-person Narrative

Week 1 and Week 2

Introduction to the course

Introduction to Personal Narrative

Reading: *The House on Mango Street* by Sandra Cisneros

Reading prompt on *The House on Mango Street*

Writing Prompt: Moving beyond the essay and revealing self/joy

Supplemental Reading: *I Know Why the Caged Bird Sings* by Maya Angelou

Supplemental Reading: *Trying to Save Piggy Sneed* by John Irving

Supplemental Reading: Two shorts from *Eight Superlatives* by B.G. Firmani

Supplemental Reading: *Look Straight Ahead* by Jack Gantos

Week 3

Personal Narrative discussion continued

Reading: *My Body is a Cage of My Own Making* by Roxanne Gay

Reading: *Fortune* by Tobias Wolff

Reading: *Beyond the Wall* by Lyle May (inmate writer)

Reading Prompt on three readings

Writing Prompt: Show vs. Tell

How to critique peer work

Supplemental Reading: *Junk an' a Po* by Kirby Wright

Supplemental Reading: *Shadow Boxing* by Anna Vodicka

Week 4,5,6,7 **Personal Narrative Workshops**

The workshop is a collaborative effort. In this section of the course, students will be writing from their own lives and readers will encounter a range of situations and social contexts as wide as our class. Once the writer reads their personal narrative, our class will work together to help the writer bring their piece into its best and truest form. It's the communication that happens during

the workshop (after careful reading and writing of critiques) that often provides the most helpful suggestions. Written critiques are important, but what everyone will find is that new ideas, insights, tips, and word choices come out when we talk as a group.

See the Workshop Schedule for when your work is due.

Short Story

Week 8 Introduction to Fiction Writing
 Character, Plot, Dialogue
 Reading: *Seven* by Edwidge Danticat
 Reading: *The Treatment of Bibi Haldar* by Jhumpa Lahiri
 Reading: *A&P* by John Updike
 Supplemental Reading: *Approaching South* by Joselyn Takacs
 Writing Prompt—Character and Consistency

Midterm Work Due – revised Personal Narrative (incorporating class comments)

Weeks 9,10,11, 12 Short Story Workshops

The workshop is a collaborative effort. In this section of the course, writers' own lives will often be the starting point for fictional creations. Again, readers will encounter diverse situations and social contexts. Once the writer reads their short story, our class will work together to help the writer bring their piece into its best and truest form. It's the communication that happens during the workshop (after careful reading and writing of critiques) that often provides the most helpful suggestions. Written critiques are important, but what everyone will find is that new ideas, insights, tips, and word choices come out when we talk as a group.

See the Workshop Schedule for when your work is due.

Poetry

Weeks 13 Introduction to Poetry
 Open vs. Closed Forms, Connotation and Denotation, Persona and Tone, Sound
 Reading Prompt—Poetry Packet that includes:
The Card Tables by Jericho Brown
Eight Count by Charles Bukowski
Against Opulence by Kimiko Hahn
Dream of the Raven by Ada Limon
Sex Without Love by Sharon Olds
Richard Corey by Edwin Arlington Robinson
My Last Duchess by Robert Browning
Theme for English by Langston Hughes

Weeks 14,15 Poetry Workshops

The poetry workshop, too, is a collaborative effort. While poetry is based on an individual's felt experience, the universality of emotion can touch readers in any cultural context. Once the writer reads their poem/s, our class will work together to help the writer bring their piece into its best and truest form. It's the communication that happens during the workshop (after careful reading and writing of critiques) that often provides the most helpful suggestions. Written critiques are

important, but what everyone will find is that new ideas, insights, tips, word choices, unique images, suggestions about sound and rhythm come out when we talk as a group.

See the Workshop Schedule for when your work is due.

Final Work Due – revised Story and Poems (incorporating class comments)

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

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Date Submitted: May 3, 2024

1. Name of Department or Program: Counseling and Human Services Department

2. Contact information of proposer(s):

Name(s): Sadie Huang

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

Phone number(s):

3. Current number and title of course: **PED 120-130 Intercollegiate Athletics Participation**

PED 120 Intercollegiate Athletics: Baseball

PED 121 Intercollegiate Athletics: Basketball

PED 122 Intercollegiate Athletics: Cross-County

PED 123 Intercollegiate Athletics: Rifle

PED 124 Intercollegiate Athletics: Soccer

PED 125 Intercollegiate Athletics: Softball

PED 126 Intercollegiate Athletics: Tennis

PED 127 Intercollegiate Athletics: Volleyball

PED 128 Intercollegiate Athletics: Swimming

PED 129 Intercollegiate Athletics: Track & Field

PED 130 Intercollegiate Athletics: Cheerleading

4. Current course description:

These courses are limited to students who have successfully completed a full season of participation on a varsity team and/or have met the pre-established criteria in an activity within the intercollegiate athletic or sport club program at John Jay College.

Please note: This course is restricted to students with the ATHL student group code. This course is graded on a Credit/No Credit basis. Students can only earn one credit per sport/activity.

a. Number of credits: 1 cr. per activity

b. Number of class hours (please specify if the course has lab hours): 2 hr.

c. Current prerequisites: Permission from the Department of Athletics

5. Describe the nature of the revision (what are you changing?): Rather than scheduling separate courses for each sport, only PED 120 will be scheduled and students from all the sports will register in PED 120. Course numbers PED 121-130 will be inactivated in CUNYFirst. The course will also be made to be repeatable once.

6. Rationale for the proposed change(s): Compiling the registration into one course, PED 120, will simplify the grading and verification of enrollment for the staff member assigned to oversee this course. This staff person also certifies that students are eligible to earn this credit via their participation in a varsity sports or club team. This will also simplify the scheduling of the courses and the seat efficiency for the department. In a small number of cases, students participate in multiple sport teams, so we are making the course repeatable once.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description:

This ~~these~~ **is** ~~are~~ limited to students who have successfully completed a full season of participation on a varsity team and/or have met the pre-established criteria in an activity within the intercollegiate athletic or sport club program at John Jay College.

Please note: This course is restricted to students with the ATHL student group code. This course is graded on a Credit/No Credit basis. Students can only earn one credit per sport/activity. **The course can be repeated once for a maximum of 2 credits.**

b. Revised course title: PED 120 **Intercollegiate Athletics Participation**

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

d. Revised learning outcomes: N/A

e. Revised assignments and activities related to revised outcomes: N/A

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: No change

i. Other: **This course will be repeatable once for a maximum of 2 credits. The grading basis will be Pass/No Credit**

8. Enrollment in past semesters: Generally, 3-10 student athletes take advantage of this opportunity each semester.

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

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: May, 2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal:

Professors Katherine Stavrianopoulos, Chair, Sadie Huang, Minor Coordinator & Carrie Sanchez, Deputy Chair.

**John Jay College of Criminal Justice
Academic Integrity Policy**

Differences between Current Process and Proposed Changes

Effective Date for Revised Policy: Fall 2024

The purpose of the proposed academic integrity policy is to make our practices at John Jay consistent with changes in policy adopted by CUNY in 2022. Rather than present side-by-side revisions, the proposal is to replace our current policy in its entirety with the proposed policy. The current, outdated policy is provided in two ways.

- On the website of the Academic Integrity Office, there is a link to the policy. While the link is labeled “2022,” the linked PDF is actually the 2011 CUNY policy.
- Definitions relevant to the policy are present on the college website and in the undergraduate and graduate bulletins. These definitions are largely taken from the 2011 policy.

The proposed policy makes two major sets of changes. First, there are **changes to the definitions of cheating, plagiarism, and unfair advantage**. In the past, we have taken the definitions directly from CUNY policy. We do the same now. There is minor editing of the text introducing the defining lists for each term. Beyond applying CUNY’s updates of some of the language, we also incorporate recently proposed language by the university including Artificial Intelligence in several of the definitions. For example:

*“Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, **artificial intelligence (AI) systems**, or communication during an academic exercise. Examples of cheating include, but are not limited to....”*

*And: “Examples of plagiarism include, but are not limited to: Copying another person’s **or an AI system’s** actual words or images without the use of quotation marks and /or using these without citations and footnotes attributing the words to their source.”*

The second major set of changes involve the process for investigation and adjudication of suspected violations of the policy. Currently, the Academic Integrity Officer (AIO) investigates alleged violations. Under CUNY policy, this can no longer happen. The AIO facilitates the process, advises faculty, keeps records, and makes referrals. The AIO cannot investigate. CUNY policy requires tasking a college-wide committee with fact-finding when students deny an allegation. The proposal names our College Grade Appeals Committee as that body.

The following table summarizes some of the proposed changes in procedure. Note that changes to our current practices are only in the investigation of allegations with an academic sanction attached. Our procedures involving possible disciplinary sanctions are unchanged. One final difference is the proposal’s addition of an explicit appeal procedure for students. Students who

are found to have violated the Academic Integrity policy can appeal to the Provost for a review of procedure (not a separate fact-finding).

AIO provides pre-case informal consultation to instructor: whether or not filing is required, confirm whether student has prior history, provide guidance re communicating with student, provide instructions for formal report filing.	Unchanged
AIO reviews submitted report and supporting documentation for completeness and clarity. Requests any missing documentation, clarifies info provided on report, and confirm level of intervention required.	Unchanged
AIO conducts preliminary determination of whether violation if proven would merit disciplinary referral.	Unchanged
AIO creates formal case file (paper and electronic) and records in database.	Unchanged
AIO issues detailed notification/warning letter to student, with statement of acknowledgement form to be signed/return, and required conditions for case closure.	Unchanged
AIO monitors student compliance in completing conditions of case closure and update database accordingly.	Unchanged
AIO conducts formal case review (investigation).	As Proposed: In cases where students deny allegations and fact-finding is needed, AIO refers case to the academic integrity committee, which will be the College Grade Appeals Committee (CWGAC), for further investigation and determination of violation.
AIO contacts student to schedule formal case review meeting as first step in investigation. Student provided with report and documentation prior to meeting.	<p>As Proposed:</p> <p>These are the various steps in the investigative process. Once the AIO conducts an initial review of the report and supporting documentation, and assuming the student has denied the allegation, the AIO refers the case to the CWGAC.</p> <p>The CWGAC is responsible for fact-finding, which includes meeting with the student, faculty, and other parties as appropriate, requesting and gathering additional information and documentation, reviewing all relevant information, and making a determination in the case.</p> <p>This determination is then communicated to the student, faculty, and AIO.</p>
AIO conducts case review meeting with student to review documentation, clarify allegation, policy, and process as needed. Based on student's response, AIO may also provide guidance as to what documentation would support student's defense.	
AIO collects and review additional documentation from all parties required for investigation; follow up questions and request clarification as needed.	
AIO Solicit student's formal written statement of response for the record, provide memo of guidance as needed. This is usually the final step of the investigation.	
AIO conducts final review of all documentation, testimony and evidence has been entered into file; AIO determines final findings (violation	

<p>confirmed/dismissed) and recommendations (referral for disciplinary sanction, etc.).</p>	
<p>AIO issues official notification letters to faculty and student with final findings and recommendations. Faculty is provided background/context based on case review; student is provided reference and referral for additional support as appropriate.</p>	<p>Unchanged</p>
<p>AIO assists instructor in facilitating the PEN grade removal/Change of Grade as appropriate to the outcome of the review.</p>	<p>Unchanged</p>
<p>If violation is confirmed, AIO also determines whether consideration of disciplinary sanction is warranted, and, if so, refers case file to Dean of Students for such consideration. PEN grade remains in place until disciplinary review is completed.</p>	<p>Unchanged</p>

John Jay College of Criminal Justice Academic Integrity Policy

This policy will replace all existing academic integrity policies at John Jay College. The following procedures are issued in accordance with the academic integrity policy adopted by the University Board of Trustees on June 27, 2022 (6.27.2022. No. 4.F.). Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Academic integrity is at the core of a college or university education. Faculty assign essays, exams, quizzes, projects, and so on both to extend the learning done in the classroom and as a means of assessing that learning. When students violate the academic integrity policy (i.e., “cheat”), they are committing an act of theft that can cause real harm to themselves and others including, but not limited to, their classmates, their faculty, and the caregivers who may be funding their education. Academic dishonesty confers an unfair advantage over others, which undermines educational equity and fairness. Students who cheat place their college’s accreditation and their own future prospects in jeopardy.

Definitions and Examples of Academic Dishonesty.

1.1 Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, artificial intelligence (AI) systems, or communication during an academic exercise.

Examples of cheating include, but are not limited to:

- Copying from another person or from a generative AI system or allowing others to copy work submitted for credit or a grade. This includes uploading work or submitting class assignments or exams to third party platforms and websites beyond those assigned for the class, such as commercial homework aggregators, without the proper authorization of a professor. Any use of generative AI tools must be in line with the usage policy for specific assignments as defined in the course syllabus and/or communicated by the course instructor.
- Using artificial intelligence tools or systems, such as language models or code generators, to generate content for assignments or exams without written authorization from the instructor.
- Unauthorized collaboration on assignments or examinations.
- Taking an examination or completing an assignment for another person or asking or allowing someone else to take an examination or complete an assignment for you, including exams taken on a home computer.
- Submitting content generated by another person or an AI system or tool or other sources as solely your own work, including, but not limited to, material obtained in whole or in

part from commercial study or homework help websites, or content generated or altered by AI or digital paraphrasing tools without proper citation.

- Fabricating and/or falsifying data (in whole or in part).
- Giving assistance to acts of academic misconduct/dishonesty.
- Altering a response on a previously graded exam or assignment and then attempting to return it for more credit or a higher grade without permission from the instructor.
- Submitting substantial portions of a paper or assignment to more than one course for credit without permission from each instructor.
- Unauthorized use during an examination of notes, prepared answers, or any electronic devices such as cell phones, computers, smart watches, or other technologies to copy, retrieve, generate, or send information.

1.2. Plagiarism is the act of presenting another's ideas, research or writing, including computer generated content, as if it were your own. Examples of plagiarism include, but are not limited to:

- Copying another person's or an AI system's actual words or images without the use of quotation marks and /or using these without citations and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including:
 - Submitting downloaded term papers or parts of term papers;
 - Paraphrasing or copying information from the internet without citing the source;
 - "Cutting & pasting" from various sources without proper attribution;
 - Presenting computer-generated content as original to the student and without proper attribution
- Unauthorized use of AI-generated content; or use of AI-generated content, whether in whole or in part, even when paraphrased, without citing the AI as the source.

1.3. Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include but are not limited to:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

1.4. Falsification of Records and Official Documents

Examples of falsification include, but are not limited to:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card, or other college document.
- Falsifying medical documentation that has a bearing on campus access or the excuse of absences or missed examinations and assignments.
- Presenting another student's academic records as one's own, including falsifying assignment submission data on the learning management system.

2. Promotion of the Academic Integrity Policy

2.1. The CUNY Policy on Academic Integrity and John Jay College's Policy are posted to John Jay College's website and linked in the Learning Management System. The link to the policy will be included on the John Jay College Model Syllabus.

2.2. All college catalogs, student handbooks, faculty handbooks, and college websites shall include the CUNY Policy on Academic Integrity, John Jay College's Policy, and the consequences of not adhering to the Policy.

2.3. John Jay College shall subscribe to an electronic plagiarism detection service and shall notify students of the fact that such a service is available for use by the faculty. John Jay College shall make faculty aware of the availability of such services and faculty should inform students of their use.

3. Reporting and Record Keeping

3.1. The President of John Jay College shall appoint an Academic Integrity Officer in consultation with the Executive Council of the Faculty Senate. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty; this includes pre-filing, informal consultation with the faculty member. The Academic Integrity Officer should be an Academic Affairs official.

3.2. A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall first review the facts and circumstances of the suspected violation with the student and provide a preliminary opportunity for the student to respond. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall submit the Allegation of Academic Integrity Violation Report form (AAIVR) and supporting documentation to the

Academic Integrity Officer, copying their Department Chair. Faculty are encouraged to report suspected violations as soon as possible. Allegations pertaining to spring or summer courses must be reported by the twenty-fifth day of the subsequent fall semester; allegations pertaining to the fall or winter courses must be reported by the twenty-fifth day of the subsequent spring semester. All instances of academic dishonesty that are reported to the Academic Integrity Officer shall be recorded for documentation and tracking purposes.

3.3. A faculty member who concludes that there has been an incident of academic dishonesty, but the resolution does not affect the student's final course grade may, but is not required to, report such incident on the AAIVR Form, copying their Department Chair.

3.4. The Academic Integrity Officer shall update the AAIVR Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer shall place the Form and all documentation relating to the allegation in a confidential academic integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each Form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless they exonerate the student, written decisions on academic integrity matters after adjudication also shall be placed in the student's academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students' academic integrity files.

4. Procedures for Investigation and Adjudication of Suspected Violations

4.1. Preliminary Review of Formal Reports

The Academic Integrity Officer shall review the report and supporting documentation for completeness. If the report indicates that the matter has been resolved, the Academic Integrity Officer will, by email, confirm receipt with the faculty member, copying the student. The report and supporting documentation will be placed in the student's confidential academic integrity file. If the report indicates that the student admits to the charge, but the matter is not resolved, the Academic Integrity Office shall encourage the faculty member to resolve the matter directly with the student. The faculty member may informally consult with the Academic Integrity Officer on an appropriate resolution. If the matter is not resolved and the report does not indicate student admission, the Academic Integrity Officer will refer the matter to the College Grade Appeals Committee, copying the faculty member and the accused student on that communication.

4.2. Procedures in Cases Involving Academic Sanctions.

4.2.1. Student Admits to the Academic Dishonesty and Does Not Contest the Academic Sanction.

If the student does not contest either their guilt or the resolution prior to preliminary review by the AIO, the faculty member will indicate this in the report as described in section 4.1. If, at any

point after the preliminary review, the student admits to the violation and accepts the sanction, this will be reflected in the final case disposition letter. The Academic Integrity Officer shall update the applicable Faculty Report Form to reflect that resolution.

4.2.2 Student Admits to the Academic Dishonesty but Contests the Academic Sanction.

In a case where a student admits to the alleged academic dishonesty but contests the particular academic sanction imposed, the student may appeal the academic sanction through the college's grade appeal process. The student shall be allowed, at a minimum, an opportunity to present a written position with supporting evidence, consistent with the college's grade appeal procedures. Specifically, these are the same procedures governing all student appeals of final course grades. At the conclusion of deliberations of the relevant grade appeals committee, the decision regarding the final course grade will be communicated to the Academic Integrity Officer for inclusion on the Faculty Report Form.

4.2.3. Student Denies the Academic Dishonesty

In a case where a student denies the academic dishonesty, a fact-finding determination shall be made by the College Grade Appeals Committee. For the purposes of implementing CUNY policy, the College Grade Appeals Committee is the college committee serving the functions of the Academic Integrity Committee, "Committee" hereafter. The Academic Integrity Officer may not serve on the Committee. The Committee shall serve as the fact-finding body only in cases for which the student denies the accusation of academic dishonesty.

The Academic Integrity Officer will provide the Committee with access to the faculty report form and all supporting information collected during the preliminary review (the case file). The Committee shall provide students with a copy of the form submitted by the faculty member (the complaint). The Committee may include supporting information from the case file and/or submitted by the faculty member as appropriate. The Committee shall inform students and faculty of their right to appear before the committee. The Committee shall inform students of their right to present witness statements and to call witnesses to testify before the Committee. The Committee may request testimony or documents from the faculty member, student, or any witnesses to the alleged violation.

Students may respond to the complaint in writing, including supporting documents. Students may, at their request or at the request of the Committee, present their response at a meeting of the Committee. Any supporting documents must be provided to the Chair of the Committee at least one week prior to the student's appearance. Faculty may, at their request or at the request of the Committee, present information supporting their accusation at a meeting of the Committee

Upon conclusion of the fact-finding process, the Committee shall issue a written decision and send a copy of the decision, and all documents and materials gathered as part of the investigation, to the Academic Integrity Officer. The Academic Integrity Officer shall promptly

report the decision to the faculty member and student and file a record of the resolution in the student's confidential academic integrity file, unless, as explained in section 4.4, the suspected violation was held to be unfounded. Students found to have violated the academic integrity policy can request review of the decision by the Provost (or Provost's designee, provided the designee is not the Academic Integrity Officer or a member of the College-Wide Grade Appeals Committee). If at the conclusion of this process a change of final grade is needed, the faculty member shall then update the relevant grade(s), as appropriate. In the case of a grade of PEN, the Academic Integrity Officer shall request a change of final grade from the Office of the Registrar.

4.2.4. Student Does Not Respond to Allegation

If the faculty report indicates a lack of response from the accused student, the Academic Integrity Officer will acknowledge receipt of the report and supporting documentation, copying the accused student. The accused student has 30 calendar days from the date of this attempted contact to respond to the Academic Integrity Officer. If the student does not reply during this time frame, the academic sanction proposed by the faculty member will apply.

4.3. Procedures in Cases Involving Disciplinary Sanctions.

4.3.1 Determining a Recommendation for Disciplinary Sanctions

When a student had admitted to a violation, when a reported accusation proceeds uncontested by the student, or when the College Grade Appeals Committee has determined a violation occurred, the Academic Integrity Officer shall determine if a disciplinary sanction should be recommended. In making this determination, the Academic Integrity Officer may consult with the faculty member who initiated the case, the accused student, other students, student affairs administrators, and academic affairs administrators as needed. When determining whether a disciplinary sanction is recommended, the Academic Integrity Officer shall also consult the student's confidential academic integrity file, if one exists, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken. Prior violations include both violations at the student's current college and violations that occurred at any other CUNY college. In making the determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY college and, if so, shall request and be given access to the academic integrity file, if any, at such other CUNY college.

The Academic Integrity Officer should recommend disciplinary sanctions only if (i) there is a substantial violation; or (ii) the student has previously violated the Policy; or (iii) academic sanctions may not be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include but are not limited to: forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; generating entire assignments or

exam responses using AI language models or code generators without authorization; sabotaging another student's work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. In making this determination, the Academic Integrity Officer should consider any mitigating circumstances, if present in the record or discovered by the College Grade Appeals Committee through their fact-finding.

If the Academic Integrity Officer determines that disciplinary sanctions should be sought, the Academic Integrity Officer shall refer the case to the Dean of Students who shall determine whether the case can be resolved through mediation.

4.3.2 Adjudicating a Recommendation for Disciplinary Sanctions

If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college's Faculty Student Disciplinary Committee.

If a determination is made to seek a disciplinary sanction before the process for determining an academic sanction is complete, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance using the PEN grade established for this purpose, pending the Committee's action. The PEN grade must be resolved to a letter grade by the end of the semester following the semester in which the PEN grade is given. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed.

Where a matter proceeds to the Faculty Student Disciplinary Committee, the Committee shall issue a written decision and send a copy of the decision to the Academic Integrity Officer. The Academic Integrity Officer shall promptly report the decision to the faculty member and student and file a record of the resolution in the student's confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

4.4. Required Action in Cases of No Violation

If either the College Grade Appeals Committee or the Faculty Student Disciplinary Committee finds that no violation occurred, or if during the preliminary review the Academic Integrity Officer concludes there is insufficient evidence to proceed, the Academic Integrity Officer shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.

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

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Date Submitted: 04/22/2024

1. Name of Department or Program: ICJ MA Program

2. Contact information of proposer(s):

Name(s): Katarzyna Celinska
 Email(s): kcelinska@jjay.cuny.edu
 Phone number(s): 732-407-2247

3. Current number and title of course: **ICJ 770 Capstone Course in International Crime and Justice**

4. Current course description:

This course will synthesize the knowledge and perfect the skills gained throughout Masters coursework and allow students to compare and contrast the multidisciplinary perspectives gained throughout their studies. The course consists of a series of in-depth case studies of research, legal cases, international justice movements or crime events, viewed from various disciplinary perspectives.

a. Number of credits: 3

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

c. Current prerequisites: All other core requirements of the MA in International Crime and Justice Program

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

6. Rationale for the proposed change(s): The new description of the course reflects better its interdisciplinary nature. It has a broader approach that focuses on integration of various skills and knowledge gained in the coursework.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description:

The capstone course allows students to synthesize their knowledge and sharpen skills gained throughout their coursework. Its interdisciplinary nature provides an opportunity to use diverse content, demonstrate independent thinking, communicate effectively, and complete a project integrating theory, research, and policy in international crime and justice.

b. Revised course title: N/A

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

d. Revised learning outcomes: N/A

e. Revised assignments and activities related to revised outcomes: N/A

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: N/A

8. Enrollment in past semesters: Spring 2024: 9 (on-campus) & 20 (on-line)
Fall 2023: 19 (on-line)

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

No Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 04/10/2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Katarzyna Celinska, Ph.D. (Interim Director)

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

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Date Submitted: 05/13/2024

1. Name of Department or Program: ICJ MA Program

2. Contact information of proposer(s):

Name(s): Katarzyna Celinska
 Email(s): kcelinska@jjay.cuny.edu
 Phone number(s): 646-557-4780

3. Current number and title of course: **ICJ 780 Internship Course**

4. Current course description:

This course aims to connect academic knowledge in the area of international crime and justice with the realities of the field. By participating in a field placement, students should better understand the connections of the local to the global, and their role as professionals in this evolving field of study. This course is delivered online in order to allow students to pursue placements wherever they wish.

a. Number of credits: 6

b. Number of class hours (please specify if the course has lab hours): 6

c. Current prerequisites: Students must have completed all the core courses of the MA in ICJ program, have a 3.5 GPA and have received the permission of the program director to pursue the internship track. Exceptionally, and with the permission of the program director, they may take the internship course simultaneously with the capstone course.

5. Describe the nature of the revision (what are you changing?): Changes to title, credits, prerequisites and the course description

6. Rationale for the proposed change(s): The internship course was previously a track. Students could choose between the internship, a thesis, or comprehensive exams and this choice had to be made at the end of the MA. Currently, there are no tracks or

comprehensive exams. In addition, the students are encouraged to take internship during their studies so before they complete all core courses. The new description indicates that students can take the internship after 2 semesters.

7. Text of proposed revisions (use N/C, No change, where appropriate):

- a. Course description: This course aims to connect academic knowledge in the area of international crime and justice with the realities of the field. By participating in a field placement **or research experience**, students should better understand the connections of the local to the global, and their role as professionals in this evolving field of study. This course is **typically** delivered online ~~in order~~ to allow students to pursue placements wherever they wish.
- b. Revised course title: **Internship in International Crime and Justice**
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): N/A
- d. Revised learning outcomes: N/A
- e. Revised assignments and activities related to revised outcomes: N/A
- f. Revised number of credits: **3 or 6 depending on scheduling**
- g. Revised number of hours: **3 or 6 depending on scheduling**
- h. Revised prerequisites: **Students must have completed 2 semesters in the MA ICJ program, have a 3.5 GPA and have received the permission of the program director to pursue the internship course.**

8. Enrollment in past semesters: Not offered in last several years. The course will be offered again in Fall 2024. The Internship will be offered through the International Research Partnerships at John Jay College

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

No XX Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 05/10/2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Katarzyna Celinska, Ph.D. (Interim Director)

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

College Council Calendar 2024-2025

All meetings begin at 1:40 p.m. and are open to the College Community.

<u>Items Due</u>	<u>Executive Committee</u>	<u>College Council Meeting</u>
Friday, August 23, 2024	Thursday, September 5, 2024	Thursday, September 19, 2024
Thursday, September 19, 2024	Monday, September 30, 2024	Tuesday, October 15, 2024
Friday, October 18, 2024	Thursday, October 31, 2024	Monday, November 11, 2024
Wednesday, November 20, 2024	Monday, December 2, 2024	Thursday, December 12, 2024
Friday, January 17, 2025	Wednesday, January 29, 2025	Thursday, February 13, 2025
Friday, February 14, 2025	Tuesday, February 25, 2025	Monday, March 10, 2025
Friday, March 14, 2025	Thursday, March 27, 2025	Tuesday, April 8, 2025
Friday, April 11, 2025	Monday, April 21, 2025	Tuesday, May 6, 2025

Additional Meetings If Needed:

<u>Executive Committee</u>	<u>College Council Meeting</u>
Monday, December 9, 2024	Thursday, December 19, 2024
Wednesday, May 7, 2025	Thursday, May 8, 2025

