



**Undergraduate Curriculum and Academic Standards Committee (UCASC)  
Schedule of Meetings, Agendas, Attendance, and Minutes**

**2024–2025**

**Undergraduate Curriculum and Academic Standards Committee  
Schedule of Meetings 2024-2025**

Meeting Number	Date	Time
1	Friday, September 6, 2024	9:45 AM – 12:00 PM
2	Friday, October 18, 2024	9:45 AM – 12:00 PM
3	Friday, November 15, 2024	9:45 AM – 12:00 PM
4	Friday, December 13, 2024	9:45 AM – 12:00 PM
5	Friday, February 14, 2025	9:45 AM – 12:00 PM
6	Friday, March 14, 2025	9:45 AM – 12:00 PM
7	Friday, April 11, 2025	9:45 AM – 12:00 PM
8	Friday, May 16, 2025	9:45 AM – 12:00 PM

**John Jay College of Criminal Justice**  
**UNDERGRADUATE CURRICULUM AND ACADEMIC STANDARDS**  
**COMMITTEE**

**AGENDA**  
**September 6<sup>th</sup>, 2024**  
**9:45 A.M. – 12:00 P.M.**

Zoom Meeting: <https://jjay-cuny.zoom.us/j/86763427699?pwd=LtEnurm8D4Ji2A3rhJRkNftNN3ks4n.1>  
Meeting ID: 867 6342 7699  
Passcode: 429836

1. ***Dean's Announcements*** – Interim Dean Andrew Sidman
  - a. Welcome and Introductions
  - b. Dean's message
2. ***Approval of the minutes of May 17<sup>th</sup>, 2024***
3. ***Elections***
  - a. **Vice Chairperson for UCASC**
  - b. **Honors Program Governance Committee**  
Nominees: Prof. Crystal Endsley, Africana Studies; Prof. Angelique Corthals, Sciences
4. ***UCASC Subcommittees*** – functions and sign ups (email [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu) )
5. ***New Business***

***General Education/Courses Subcommittee***

**Course Revisions**

1. DRA 185 Drama in Production
2. DRA 301 Directing

***Academic Standards***

1. Revision of the Policy on Non-Degree/Visiting Students

***General Education: Writing and Quantitative Reasoning: Activities and Plans*** – Wynne Ferdinand

***Institutional Assessment*** – Dean Sidman and Dyanna Pooley

***Attachments:***

Agenda for Sept 6<sup>th</sup>  
Minutes of May 17<sup>th</sup>  
Subcommittee List  
Course revision: DRA 301  
Policy on Non-Degree/Visiting Students

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
City University of New York  
UNDERGRADUATE CURRICULUM & UNDERGRADUATE STANDARDS COMMITTEE

**Minutes of September 9, 2024**

The Undergraduate Curriculum and Academic Standards Committee held a remote meeting September 9, 2024, via Zoom. Interim Dean Andrew Sidman called the meeting to order.

**Present:** Alexa Capeloto, Roosbelinda Cardenas, Jocelyn Castillo, Angelique Corthals, Virginia Diaz-Mendoza, Crystal Endsley, Nina-Rose Fischer, Sergio Gallegos, Penny Geyer, Thomas Herndon, Kathy Killoran, Ma'at Lewis, Cristina Lozano Argüelles, Daniel Matos, Shavonne McKiever, Kelly McWilliams, Fatma Najar, Judy-Lynne Peters, Amada Santiago, Andrew Sidman, Robert Till, Marisa Tramontano, Gregory Umbach, Roberto Visani, Anjalina Budhram, Dor Nave.

**Absent:** Gohar Petrossian, Shreya Subramani, Tiffany Rodriguez.

**Non-Voting Members and Guests:** Maggie Arismendi, Lorena del Pila Laverde, Melissa Dolan, Wynne Ferdinand, Stacy Nardin, Patrizia Pelgrift, Dyanna Pooley.

**I. Dean's Announcements – Interim Dean Andrew Sidman**

Interim Dean Sidman introduced himself and prompted everyone to do the same. He then welcomed everyone, and set up the pre-agenda content by announcing the work that will be conducted by the Office of Academic Programs to the theme of the student experience. This year will be about defining a set of standards for quantitative reasoning, and it will follow the same process set out by the Gen Ed assessment committee for the writing program. More writing instruction needs to be added to other parts of our curriculum, as English 101 and 201 are not enough.

Dean Sidman asked members to get involved in the subcommittees on programs, courses, and standards. Encourages the faculty to get involved in this work, if interested.

**II. Approval of the minutes of May 17, 2024**

No further discussion. All members voted in favor.

**A motion was made and seconded to approve the minutes of May 5, 2024. The minutes were approved unanimously with 24 votes in favor.**

### **III. Elections**

#### **A. UCASC Vice Chairperson**

Interim Dean Sidman nominated to re-elect Judy-Lynne Peters from the Department of Public Management to vice chairperson. There was no discussion.

**A motion was made and seconded to approve the re-election of Professor Judy-Lynne Peters to the position of UCASC Vice Chairperson. The motion was approved unanimously with 24 votes in favor.**

#### **B. Honors Program Governance Committee**

Interim Dean Sidman read the list of nominees: Professors Crystal Endsley from the Department of Africana Studies and Angelique Corthals from the Department of Sciences. There was no discussion.

**A motion was made and seconded to approve the election of Professors Crystal Endsley and Angelique Corthals to the Honors Program Governance Committee. The motion was approved unanimously with 24 votes in favor.**

### **IV. New Business**

#### **1. Proposal for two courses (rev slate – drama)**

Dean Killoran explained that there are two course revisions related to drama courses that were moved to the English Department, since it is overseeing the communications and drama curriculum now.

These courses are to give students the opportunity to participate in college productions. Drama 185, Drama In Production (3 credits) – this course runs both in the fall and spring, and students participate as actors or backstage staff. Instructor permission will no longer be required to make it easier for students to enroll.

Drama 301, Directing (3 credits) – students sign up, do the work in class, and they are expected to participate in the student productions. To this course, we are adding the experiential learning course attribute which allows students to keep registering for this class for two to three weeks into the semester. There was no further discussion.

**A motion was made and seconded to approve the two-course rev slate proposal for the Drama courses. The motion was approved unanimously with 25 votes in favor.**

## **2. Visiting Students (policy)**

Dean Killoran announced a revised proposal for visiting students (or non-degree students) that come to John Jay primarily during the summer and winter. This proposal would expand the upper limit to 14 credits, and it has been devised to allow a smoother registration experience for those students who want to take courses with more than 3 credits. The math, science and psychology departments have courses that are all four or five credits, and this proposal will allow students to register without the special permission requirement.

Professor Capeloto from the English Department pointed out that one sentence in the proposal mentioned “12 credits”, and Dean Killoran agreed to amend that to state “14 credits” instead. There was no further discussion.

**A motion was made and seconded to approve the proposal. The motion was approved unanimously with 25 votes in favor.**

## **V. Other Business**

### **A. General Education Program Overview and Report – Director Wynne Ferdinand**

Director Ferdinand gave an overview of the general education curriculum at John Jay as well as the governance multi-year process involved in creating a more cohesive learning experience for students to prepare them for upper division coursework in their majors and into their chosen profession after graduation. More specifically, a rubric for the writing project was developed with support from graduate writing fellows. Faculty participating in committee work sent in writing samples, and approximately 60 assignments and 7,180 samples of student work were collected and scored using the above-mentioned writing rubric.

Faculty will be piloting new assignments in their courses this fall, after receiving feedback from Kim Lau in the vertical writing program. The purpose of collecting and scoring a random sample of student work is to evaluate the effectiveness of writing assignments and to gain insights into current teaching practices in General Education. This process aims to inform future assignment development and improve student learning outcomes.

Director Ferdinand also offered that she will be sharing her results on a public webpage so that, even those who are not directly involved in the work, can access the information.

In reference to the Quantitative Reasoning (QR) topic, Director Ferdinand mentions that they are in the "understanding the problem" phase, however they have collected information from departments on how the different majors address skill development for Quantitate Reasoning. There is a need for more research into how QR is incorporated into the various courses. There will be open sessions to gather more data and insights, and invitations will be sent out to students and staff who want to join the QR working group. Additionally, there will be efforts to collect samples this fall to assess current teaching practices in quantitative reasoning, and develop a rubric.

Director Ferdinand concluded by encouraging attendees to provide feedback.

Professor Greg Umbach from the History Department offers his expertise on the topic of Quantitative Reasoning. This was based on his experience while serving on an NSF funded CUNY Wide project, whose required rigorous assessment tests, he believes, will be useful to this project.

Lesson 1: the more exposure students received to Q.R. in their classes, the higher they rated their skills, though the lower their skills became. Only two campuses did not record a decrease of their skills, and John Jay was one of them.

Lesson 2: When faculty introduced Q.R. into their courses that were not math courses, the lower the students evaluated those faculty. Unsure as to why trained faculty found it challenging to teach this material.

Interim Dean Sidman acknowledged the importance of these findings, and offered that he is aware of the work of Professor Esther Wilder's project (she is in the Psychology Department at Lehman College). Dean Sidman also commented that these were lessons that ought to be carried forward, but that he was satisfied that John Jay had positive results, and mentioned that he noticed the same positive results in his own students.

Professor Thomas Herndon from the Department of Economics expressed an interest in reading the full report. Professor Umbach mentioned that it is not available yet, since there are two more years to go on the project. Interim Dean Sidman offered to reach out to Esther Wilder to check whether there is a public portion of the research.

#### **B. Assessment Updates – Director Dyanna Pooley**

Director Pooley conducted a presentation featuring statistics for the past academic year that included the graduate programs (similar to last year's). She is still waiting for 11 program submissions, and for nine minors that are unattached to majors. However, 41 unique courses

were assessed (from 100 to 700-levels, with most of the assessments occurring at the 400-level). There were 13 courses with 25% or more of students that did not meet expectations.

Director Pooley stated that they are in the process of improving the assessment measurements – this presentation was a sample of research with interesting results. Based on their fall assessment, Human Services and Community Justice made changes while in the midst of the year (after they found that 53% of students met or exceeded expectations, and 46% did not).

Their mid-year changes included making amendments to the modality of some sections for the online synchronous courses. Sections 1: met once or twice a week online synchronously; Section 2: met once or twice a week in-person (more contact with instructors and more engagement with peers). These sections also had two different rubrics that were merged into one robust and detailed rubric for both sections. In the spring semester, they yielded the following results: 75% of students met or exceeded expectations (and fewer than before did not). Students were also given several opportunities to revise their papers. This additional feature contributed to positive changes, while students that did not take advantage of it performed lower.

Director Pooley also showed that the Anthropology and Deviance Crime and Culture programs are in the process of revising their program level outcomes in conjunction with their last program review from a few years ago. They identified two issues: 1) the language used was long and complex (this led to difficulties assessing the outcome); and 2) during the outcome application, the faculty conflated them on their syllabi. Therefore, they re-organized the outcomes, simplified the language, and have since streamlined them over this academic year. Director Pooley offered that she will have more comprehensive assessments for this section at a later date, but stressed the importance of holding a syllabus review for every department. The Department of Political Science is conducting the process on a small scale; however, it has already noticed that they may need to add writing as a learning outcome, and research skills should be embedded more thoroughly into the curriculum at all levels.

Director Pooley suggested that all faculty ought to send their syllabi in on time in order to expand the department's effort to assess their learning outcomes. Their assessment report will be due by the end of February. The Philosophy Department also wants to place a greater emphasis on assessment. The Chair, Michael Brownstein has already done research that he shared with his curriculum committee. The committee decided to maintain their current plan until the external evaluation in spring 2024. In the meantime, three immediate changes were implemented: 1) the curriculum committee would also serve as the assessment committee; 2)



the committee would review student work, instead of course faculty; 3) the sample size of student work for assessment will be increased. Their initial findings indicated that 1) most students met or exceeded writing expectations; 2) there was no significant performance difference between 200 and 300-level courses, 3) there was uneven construction of writing assignments, and 4) there was use of AI by students in their writing assignments.

Director Pooley will follow up on the role of writing in their courses, and she will share the overall results of her entire findings with everyone here.

Director Pooley concluded by mentioning that there are three open seats on the Academic Assessment Committee, and those interested ought to contact her, Interim Dean Sidman or Karen Kaplowitz, the President of the Faculty senate. Students are also welcome to join.

Professor Judy-Lynne Peters mentioned her interest in Director Pooley's presentation, since she is the Chair of the Public Management Department's curriculum committee, and her department is preparing to overhaul their assessment plan. Director Pooley stated that she, Dean Sidman, or Director Ferdinand can attend the departmental curriculum committee meetings to provide assistance throughout the process.

Interim Dean Sidman encouraged all departments to revisit assessment plans for programs, especially those undergoing self-studies. He found that the current assessment practices are ineffective, if less than 20% of graduate programs conduct annual assessments, and that there is a need for better integration of assessment processes with teaching practices. He also encouraged departments that have already gone through this process to share successful assessment strategies with those departments that have yet to undertake this step.

Interim Dean Sidman concluded by inviting everyone present, or to spread the word to their colleagues, to participate in the Academic Assessment Committee's work, emphasizing the importance of their involvement in improving assessment practices, and making the process more useful and less tedious. He encouraged them to join the conversation and contribute in order to enhance the student experience through effective assessment.

The meeting concluded at 11:10 AM.

Submitted by,  
Patrizia Pelgrift, scribe

**John Jay College of Criminal Justice**  
**UNDERGRADUATE CURRICULUM AND ACADEMIC STANDARDS**  
**COMMITTEE**

**AGENDA**  
**October 18<sup>th</sup>, 2024**  
**9:45 A.M. – 12:00 P.M.**

Zoom Meeting: <https://jjay-uny.zoom.us/j/89477766915?pwd=BLfwLHsrTDvwDmO3Osbfa3cqAambmf.1>  
Meeting ID: 894 7776 6915  
Passcode: 016352

1. ***Dean's Announcements*** – Interim Dean Andrew Sidman
  - a. Writing Across the Curriculum Guidelines – Tim McCormack
2. ***Approval of the minutes of September 6<sup>th</sup>, 2024***
3. ***Old Business*** - None
4. ***New Business***

**Program Review / Programs Subcommittee**

1. Self-Study for the BA in Criminal Justice (Crime Control and Prevention)
2. Revision of the BS in Applied Mathematics
3. Revision of BA in Sociology
4. Revision of the John Jay Honors Program

***General Education/Courses Subcommittee***

**New Courses**

1. CJBA 1XX (130) Evidence of Things Not Seen: Quantitative Reasoning in Criminal Justice
2. COR 3YY (395) Educating Behind Bars: Policy Implications, Programs and Issues
3. ISP 2XX “Doing Justice” (College Option: Justice Core I [200-level])

**Course Revisions**

1. ENG 363 Podcasting: Social Impact, Style and Practice
2. HON 181 Honors Colloquium I
3. HON 182 Honors Colloquium II
4. LLS 215 Socio-Political Developments in Contemporary Puerto Rico
5. CSCI 358 Machine Learning

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
City University of New York  
**UNDERGRADUATE CURRICULUM & UNDERGRADUATE STANDARDS COMMITTEE**

**Minutes of October 10, 2024**

The Undergraduate Curriculum and Academic Standards Committee held a remote meeting October 10, 2024, via Zoom. Interim Dean Andrew Sidman called the meeting to order.

**Present:** Roosbelinda Cardenas, Jocelyn Castillo, Angelique Corthals, Tracie Meyers, Nina-Rose Fischer, Sergio Gallegos, Penny Geyer, Thomas Herndon, Kathy Killoran, Ma'at Lewis, Vicente Lecuna (attending for Cristina Lozano-Arguelles), Daniel Matos, Kelly McWilliams, Fatma Najar, Judy-Lynne Peters, Gohar Petrossian, Amada Santiago, Andrew Sidman, Robert Till, Marisa Tramontano, Gregory Umbach, Anjalina Budhram, Dor Nave.

**Absent:** Alexa Capeloto, Crystal Endsleigh, Shavonne McKiever, Shreya Subramani, Tiffany Rodriguez, Roberto Visani, Cristina Lozano-Arguelles.

**Non-Voting Members and Guests:** Maggie Arismendi, Teresa Booker, Bettina Carbonell, Melissa Dolan, Wynne Ferdinand, Johnson Hunter, Olivera Jokic, Dr. Kimora, Evan Mandery, Tim McCormack, Veronica Michel, Chrissy Pacheco, Raymond Patton, Patrizia Pelgrift, Dyanna Pooley, Valerie West.

**Dean's Announcements – Interim Dean Andrew Sidman**

Interim Dean Sidman welcomed Prof. Tim McCormack and asked him to talk a bit about the proposed Writing Across the Curriculum Standards. This item will come up for discussion at the next UCASC meeting. In the interim, feedback should be sent to Prof. McCormack.

**Approval of the minutes of September 6, 2024**

No further discussion.

**A motion was made and seconded to approve the minutes of September 6, 2024. The minutes were approved unanimously with 22 votes in favor.**

**New Business**

**Program Review / Programs Subcommittee**

Dean Killoran introduced the first item under Programs, the Self-Study for the BA in Criminal Justice and invited Prof. Evan Mandery to address the committee. He gave an overview of the document. Dean Killoran asked him to talk about the senior thesis classes in a bit more

1 detail. Dean Sidman summarized his assessment of the program and gave his support for  
2 adopting this self-study.

3  
4 **A motion was made and seconded to approve the Self-Study for the BA in Criminal Justice**  
5 **(Crime Control and Prevention). The motion was approved unanimously with 22 votes in**  
6 **favor.**

7  
8 Associate Dean Killoran explained the revision for the BS in Applied Mathematics -- there  
9 will be one new required course in part one of the major for CSCI 358, Machine Learning.  
10 This course will replace an advanced calculus class from part two of the major, so the total  
11 number of credits remains the same. Associate Dean Killoran introduced professor Hunter  
12 Johnson. Professor Johnson elucidated that this revision is in line with changes within the  
13 field. He also introduced Professor Fatma Najar to provide her expertise in machine  
14 learning, since she contributed to this revision -- the Applied Math major offers two tracks:  
15 Data Science and Cryptography. Initially influenced by traditional theoretical mathematics,  
16 the program has evolved since its online launch in 2020 to focus more on modern data  
17 science. Key changes include adding a year of Python programming and considering the  
18 removal of an advanced calculus course, which is essential for theoretical mathematicians  
19 but not necessary for aspiring data scientists. Currently, the data science capstone, which  
20 involves working on real research projects, struggles because students are still learning  
21 basic techniques. The proposed changes aim to enhance students skills earlier in the  
22 program so the capstone experience is more meaningful, especially since Data Science is the  
23 most popular track. This adjustment also will be made for the Cryptography track,  
24 recognizing the growing importance of machine learning in cybersecurity and cryptanalysis.

25  
26 Professor Vicente Lacuna asked two questions on behalf of Professor Lozano-Arguelles. (1)  
27 Given the race revolving around AI, why is the change focused on machine learning rather  
28 than AI and (2) Is it because of a lack of faculty specialized in that field? Or because machine  
29 learning is more relevant for cyber security?

30 Professor Najar explained that the department has expertise in AI, since they already have  
31 an AI course, however, they are updating it to better align with the data science track,  
32 focusing on machine learning. Interest in this course is growing among students. Professor  
33 Hunter also emphasized that classical AI and machine learning are not mutually exclusive.  
34 He offered that in the textbook by Russell and Norvig, about half of the content is dedicated  
35 to machine learning.

Interim Dean Sidman added that this explanation also provides an answer to the question asked by Olivera Jokic in the chat “Isn’t AI also one publicity name for machine learning?”

There was no further discussion.

**A motion was made and seconded to approve the proposal to the revision of the BS in Applied Mathematics. The motion was approved unanimously with 22 votes in favor.**

Associate Dean Killoran moved on to the next item – the BA in Sociology is adding an additional required course on Race and Ethnicity (SOC 213) that results in an increase of three credits to earn the Sociology major. This is still within the range for some of our other social science majors. The list of electives within the Sociology major is also being refreshed. She welcomed Professor Marisa Tramontano to discuss the revision. Professor Tramontano explained that adding this course shows the importance of dedicating a full semester to the sociology of race and ethnic relations, even though these topics are discussed in all Sociology courses. The department has worked hard to add to their General Education offerings and SOC 213 is an option for the Flex Core: U.S. Experience in Its Diversity component. So, they typically offer multiple sections of the course and may need to offer a few more. This change also aligns with the Seven Principles for a Culturally Responsive, Inclusive and Anti-Racist Curriculum. Associate Dean pointed out that Sociology majors can double dip and satisfy both a major and a Gen ed requirement.

There was no further discussion.

**A motion was made and seconded to approve the proposal to the revision of the BA in Sociology. The motion was approved unanimously with 22 votes in favor.**

Associate Dean Killoran introduced Professor Raymond Patton, the architect of the final program revision, who aimed to share this process with several of his colleagues present at this meeting, noting that many of them contributed to the revision. He explained this revision aims at creating a more integrated experience for students. Currently students see a disconnect between the curriculum focused on the common good and justice, and the separate research skills course. Many students struggled to see the relationship between their passion for justice and research, often viewing researchers as distant figures. To address this, the Honor Program has restructured the curriculum to intertwine justice themes with research skills, starting with new introductory courses on action research for entering students. They will also enhance courses like HON 201 and HON 202 by incorporating real-world applications of research and justice. The capstone sequence will be more cohesive, linking courses HON 301 and HON 401 into a ‘capstone experience’. Students will be better prepared to do the research at the capstone level. Additionally, the Program is adding a quantitative reasoning requirement and simplifying program

1 requirements for students who enter as freshmen and upperclassmen. Overall, these  
2 changes aim to enhance the integration of research and justice without adding extra credit  
3 to the Program, except for a slight increase in the colloquium courses (to 1.5 cr. each).

4 Before opening the floor for discussion, Interim Dean Sidman reflected on a meeting in  
5 spring 2022 where these ideas were first discussed and expressed gratitude for their  
6 realization. He thanked Professor Patton for his leadership, and acknowledged the faculty  
7 involved in the conversations over the past two years. After inviting questions and seeing  
8 none, Interim Dean Sidman moved to vote on the proposed revision to the Honors Program.

9 **A motion was made and seconded to approve the proposal to revise the John Jay Honors**  
10 **Program. The motion was approved unanimously with 22 votes in favor.**

### 11

### 12 **General Education / Courses Subcommittee**

### 13

14 Assistant Dean Ferdinand introduced the first new course CJBA 130 – Evidence of Things  
15 Not Seen: Quantitative Reasoning in Criminal Justice. She explained that it is a new 100-  
16 level requirement for CJBA majors that focuses on developing students' quantitative  
17 reasoning skills and applying them to real-world contexts. The course uses innovative  
18 approaches, such as short writing assignments and open-source data projects, to help  
19 students build their skills throughout the semester. Assistant Dean Ferdinand encouraged  
20 Professor Valerie West to add to her introduction of this new course.

21

22 Professor West explained that this course aims to teach students to think quantitatively  
23 about contemporary issues, particularly within criminal justice. The goal of the course is to  
24 demystify quantitative methods and make them accessible to students who may be  
25 intimidated by them, focusing on practical application rather than advanced technical skills.

26

27 Associate Dean Killoran added that CJBA 130 will become a required course in the Criminal  
28 Justice BA major.

29

30 Professor Michel inquired about the course's placement within the curriculum. She  
31 specifically asked if this required course would be in addition to a research methods class,  
32 and if so, how it would complement the existing skillset developed by students in the  
33 program.

34

35 Professor West responded that the program requires a research methods course and a year  
36 of statistics. This new course, CJBA 130, serves as an introductory course to quantitative  
37 methods. The program is reducing its year-long introductory course into a single semester,  
38 and replacing those credits with CJBA 130, so it is not an overall increase to the credits  
39 required to earn the major.

Interim Dean Sidman praised the new course, CJBA 130, as an excellent example of how to introduce quantitative reasoning skills at the 100-level. He highlighted the course's innovative approach, particularly the practice assignments that focus on real-world data analysis.

There was no further discussion

**A motion was made and seconded to approve the proposal to the new course, CJBA 1XX (130) Evidence of Things Not Seen: Quantitative Reasoning in Criminal. The motion was approved unanimously with 22 votes in favor.**

Assistant Dean Ferdinand moved on to Corrections 395 Educating Behind Bars that the members can find on p. 127 in the packet. She explained that Professor Kimora had taught this course for several semesters; it includes significant writing components, such as essays in the midterm and final exams. The course also introduces students to theories of learning and teaching, connecting them to the context of corrections.

Dr. Kimora did a presentation about the contents of this new course, Corrections 395 highlighting that it aims to expand the range of courses within the Corrections Minor, and to introduce students to the field of correctional education. It also focuses on exploring correctional education policies and programs, both domestically and internationally, with a particular emphasis on Norwegian prison systems. The course also includes significant writing components to enhance student learning and critical thinking.

Interim Dean Sidman commends the formal addition of the course to the curriculum, particularly as an option for CJBS students. He appreciates the course's focus on academic learning while also preparing students for real-world careers in corrections, including policy work. He ultimately highlights the importance of policy work in the field and believes the course will equip students with valuable skills for such careers.

**A motion was made and seconded to approve the proposal to the new course, COR 3YY (395) Educating Behind Bars: Policy Implications, Programs and Issues. The motion was approved unanimously with 22 votes in favor.**

Assistant Dean Ferdinand moved on to the final new course, ISP 2XX Doing Justice, and explained that this new 200-level General Education course will complete the ISP program's offering of courses in every Gen Ed category. It will involve two main components: exploring various justice frameworks and developing students' own concept of justice. The course will expose students to diverse thinkers and writing genres, fostering critical thinking and analysis of relevant issues. She welcomed Professor Fischer to elaborate.

Professor Nina Rose-Fischer offered that the new course's aim is to introduce incoming sophomores to social justice frameworks and to the college's mission of advocacy. It

emphasizes interactive learning and critical thinking, with a focus on real-world case studies such as Black Lives Matter and Cesar Chavez. The course culminates in a final research project and multimedia presentation, showcasing students' understanding and application of justice concepts.

Interim Dean Sidman opined that this new course is intended as a transfer seminar to introduce students to the college's mission of justice. It is designed to provide transfer students with a foundational understanding of the college's core values and principles.

There was no further discussion.

**A motion was made and seconded to approve the proposal to the new course, ISP 2XX "Doing Justice" (College Option: Justice Core I [200-level]). The motion was approved unanimously with 22 votes in favor.**

### **Course Revisions**

Associate Dean Killoran presented this section. She explained that the English Department was revising the course "Podcasting: Social Impact, Style, and Practice" (English 363) they are lowering the course level to 200, updating the course description, refreshing the learning outcomes and assignments, and providing a new model syllabus.

Professor Carbonell expanded on the concept and its inception. The course "Podcasting: Social Impact, Style, and Practice" was originally designed as a standalone course, but didn't attract enough students. ENG 363 will be integrated into the growing Digital Media and Journalism Minor, and it fits in with other media courses. By lowering the course level to 200-level and updating the learning objectives, the English Department aims to make the course more accessible to students and considers it a valuable addition to both the minor and the English major.

There was no further discussion.

**A motion was made and seconded to approve the proposal to the course revision for ENG 363 Podcasting: Social Impact, Style and Practice. The motion was approved unanimously with 22 votes in favor.**

Associate Dean Killoran proposed that the next two courses will be taken as a slate. The proposal for both courses is to increase the credit value of Honors 181 and 182 from 1 credit to 1.5 credits each, totaling 3 credits. This change aims to provide a more consistent and balanced credit load for students at the end of their program. Additionally, Associate Dean Killoran underlined that the Honors 181 and 182 courses typically take place during community hour, providing students with opportunities for collaborative work, activities,



1 and speaker series. These experiences foster a sense of community among Honors program  
2 students and the class time and workload is appropriate for students to earn 1.5 credits  
3 each.

4  
5 There was no further discussion.

6  
7 **A motion was made and seconded to approve the proposal as a slate to the course**  
8 **revisions, for HON 181 Honors Colloquium I and HON 182 Honors Colloquium II. The**  
9 **motion was approved, and the slate passed unanimously with 22 votes in favor.**

10  
11 Associate Dean Killoran introduced Professor Amada Santiago to update the members on  
12 the course revision for LLS 215 Socio-Political Developments in Contemporary Puerto Rico.

13  
14 Professor Amada Santiago added that this revision updates the description of the Puerto  
15 Rican course to better reflect its content. The course will now cover the history of Puerto  
16 Rico from 1898 to the present, combining elements of both the previous archive and  
17 contemporary courses. To accurately represent the course's content, the title and  
18 description is also being changed.

19  
20 There was no further discussion.

21  
22 **A motion was made and seconded to approve the proposal to the course revision for LLS**  
23 **215 Socio-Political Developments in Contemporary Puerto Rico. The motion was approved**  
24 **unanimously with 22 votes in favor**

25  
26 Associate Dean Killoran introduced the next revision as being related to the BS in Applied  
27 Mathematics discussed earlier in this meeting. The proposal is to expand the prerequisites  
28 of CSCI 358 Machine Learning to accommodate the Python programming course that  
29 students take in the Applied Mathematics major, CSCI 172. By adding this alternative  
30 prerequisite, the proposal aims to eliminate what would have been a hidden prerequisite  
31 for Applied Mathematics students.

32 There was no further discussion.

33  
34 **A motion was made and seconded to approve the proposal to the course revision for CSCI**  
35 **358 Machine Learning. The motion was approved unanimously with 22 votes in favor**  
36

37 The meeting concluded at 10:31 AM.

38  
39 Submitted by,  
40 Patrizia Pelgrift, scribe

**John Jay College of Criminal Justice  
UNDERGRADUATE CURRICULUM AND ACADEMIC STANDARDS  
COMMITTEE**

**AGENDA  
November 15<sup>th</sup>, 2024  
9:45 A.M. – 12:00 P.M.**

Join Zoom Meeting

<https://jjay-cuny.zoom.us/j/82392067867?pwd=IScAgpzI8ZpYhTbrd3sHhMUIEqQtet.1>

Meeting ID: 823 9206 7867

Passcode: 962912

1. ***Dean's Announcements*** – Interim Dean Andrew Sidman
2. ***Approval of the minutes of October 18<sup>th</sup>, 2024***
3. ***Old Business*** - None
4. ***New Business***

**Program Review / Programs Subcommittee**

1. Revision of the BA in English
2. Revision of BA in Criminal Justice (Crime Control and Prevention)
3. Revision of BA in Criminology
4. Revision of Minor and Certificate in Dispute Resolution

***General Education/Courses Subcommittee***

**Course Revisions**

1. MAT 302 Probability and Mathematical Statistics II
2. AFR 310 Research Seminar in African American Studies
3. CJBA Bulk Revision: 210, 220, 230, 240, 241, 250, 361, 365

***Writing Across the Curriculum Guidelines*** – Tim McCormack

***Undergraduate Foundations Presentation*** – Kate Szur, Interim Assistant Dean,  
Student Academic Success Programs

***General Education Updates:*** Writing Rubric and Assignments Initiative – Wynne  
Ferdinand and members of the Gen Ed Assessment Committee

**John Jay College of Criminal Justice**

City University of New York

Undergraduate Curriculum and Academic Standards Committee

Minutes of November 15, 2024

The Undergraduate Curriculum and Academic Standards Committee held a remote meeting November 15, 2024, via Zoom. Interim Dean Sidman called the meeting to order.

**Present:** Alexa Capeloto, Roosbelinda Cardenas, Jocelyn Castillo, Crystal Endsley, Sergio Gallegos, Penny Geyer, Thomas Herndon, Kathy Killoran, Ma'at Lewis, Cristina Lozano Argüelles, Kelly McWilliams, Fatma Najar, Dor Nave, Judy-Lynne Peters, Gohar Petrossian, Tiffany Rodriguez, Andrew Sidman, Shreya Subramani, Marisa Tramontano, Gregory Umbach, Roberto Visani,

**Absent:** Angelique Corthals, Tracie Meyer, Nina Rose Fischer, Daniel Matos, Shavonne McKiever, Amada Santiago, Robert Till, Sengkathirkumaran Kalamohan

**Non-Voting Members and Guests:** Maggie Arismendi, Melissa Dolan, Sulema Ebrahim, Wynne Ferdinand, Stacy Nardin, Patrizia Pelgrift, Dyanna Pooley, Kate Szur, Evan Mandery, Maria Volpe, Chrissy Pacheco, Bettina Carbonell, Hunter Johnson, Olivera Jokic, Samira Zaroudi, Caroline Reitz, Michael Pandazis, Ray Rosas, Michael Schoch.

**I. Dean's Announcements—Interim Dean Sidman**

- Dean Sidman announced CUNY's search for an AI Officer – they will report to the University Provost, and will work closely with CUNY's Central Information System Office;
- Dean Sidman also acknowledged the recent election and reflects on its impact, especially on students, particularly immigrant students, who have expressed concerns about the new administration. He noted efforts made at the college to address these concerns, including a Town Hall meeting and a teaching session by the TLC. He also emphasized the importance of the work being done in the committee and within liberal arts education, especially in shaping students into informed and responsible citizens. In the wake of a disappointing election outcome, Dean Sidman stressed the need to reinforce fundamental principles like democracy, rights, and freedom, which are critical to the work at hand.

**II. Approval of the minutes of November 15, 2024.**

**A motion was made and seconded to approve the minutes of November 15, 2024. The minutes were approved unanimously with 17 votes in favor.**

**III. Old Business – none**

**IV. New Business**

**A. Program Review / Programs Subcommittee**

**i. Program Revision - BA in English**

Associate Dean Killoran introduced a significant revision to the Bachelor of Arts in English program, which has been in place for over 10 years without significant changes. The revision aims to broaden the scope of the major, which has traditionally focused on literature, by incorporating other disciplines within the department such as creative writing, writing and rhetoric, digital journalism, media, film, theater arts, and Latinx literature. The total number of credits required for the major remains unchanged, but the learning outcomes have been revised to reflect the expanded focus. Additionally, the historical perspectives requirement, which had been a barrier for some students, is being removed and integrated into the elective area. Associate Dean Killoran then handed over to Professor Caroline Reitz.

Professor Reitz discussed the lengthy process of revising the English major, which has been ongoing for 7 years. The original major, designed over 12-15 years ago, was primarily focused on literature, reflecting the traditional English major. However, over time, issues arose, particularly with students struggling to complete the major due to course prerequisites and the rise of double majors and transfer students. The revision aims to broaden the major to better reflect the diverse expertise of the faculty, incorporating more areas like writing and media. Additionally, the department seeks to align the major with students' pre-professional goals, such as law, teaching, and digital media. This will involve creating more room for electives, providing targeted advising, and addressing students' career aspirations. Professor Reitz stressed that while the major is evolving, it remains committed to the principles of liberal arts education, ensuring it remains relevant and manageable for students.

Dean Sidman praised the proposed revisions, stating they align well with the college's broader goals of supporting students' postgraduate success. He emphasized the importance of meeting students where they are, while also reminding them of the value of liberal arts principles. He also thanked the department for their work on the revisions. Professor McCormack praises Professor Reitz's work on this revision.

Professor Reitz responded by expressing gratitude for the collaborative effort involved in revising the English major, and acknowledges the hard work of everyone, especially the writing program. She notes that without the writing program's support, the English major would be in a worse state. She also highlights that it took too long to address the inequities within the program and to grow it in a way that better aligned with the needs of students and faculty. She expressed her excitement and appreciation for finally reaching this point, thanking Professor McCormack, Professor Capeloto, and the writing program for their contributions.

**A motion was made and seconded to approve the revision of the BA in English. The program review was approved unanimously with 20 votes in favor.**

## **ii. Program Revision – CJBA**

Associate Dean Killoran provided an overview of the revision to the BA in Criminal Justice. Key changes include the addition of a new course, *CJBA 130: The Things Not Seen, Quantitative Reasoning and Criminal Justice*, which led to the removal of *CJBA 111* from the major, reducing the intro sequence to one course. Additionally, the research methods course was moved from the 300-level to the 200-level, and students will still complete a year-long statistics sequence. The program also added several new 300-level courses in the past year, including courses on managing and visualizing criminal justice data, qualitative research methods, and queer criminology. She then invited Professor Evan Mandery to share any further details on the revision.

Professor Mandery emphasized the goal of engaging students in quantitative reasoning earlier and more frequently, based on feedback from both students and faculty. He plans to overhaul the outcomes assessment to better evaluate students' quantitative reasoning and research skills. While uncertain about the long-term value of the faculty's teaching in a post-AI world, Professor Mandery acknowledged the importance of these skills. Additionally, he notes a revision to the Research Methods course, now a 200-level class, which should no longer require the second half of statistics (241) as a prerequisite.

1 The course has been expanded to include qualitative research methods, with specialized  
2 courses like Queer Criminology having a critical research method approach for students  
3 interested in data management in criminal justice. Professor Mandery invited questions  
4 and thanks the committee for their attention to the revision.

5  
6 Dean Ferdinand highlighted that most of the new courses introduced in the past year  
7 were developed using Open Educational Resources (OER) funds. She expressed  
8 appreciation for this effort, as it contributes to transforming the curriculum and making  
9 education more affordable and inclusive.

10  
11 Professor Mandery adds that he does not support students being forced to buy books,  
12 and he is collaborating with a colleague to develop open resources for criminal law to  
13 ensure that students do not have to buy books.

14  
15 Dean Sidman praised the revisions, emphasizing that they clearly connect academic  
16 skills to a specific field of study, showing students that these skills are important not just  
17 on their own but in the context of their curriculum. He believes this approach will allow  
18 students to progress effectively through the major and expresses excitement about  
19 seeing the revisions in action, similar to the English major revisions.

20  
21 **A motion was made and seconded to approve the revision of the BA in Criminal Justice (Crime**  
22 **Control and Prevention). The program review was approved unanimously with 20 votes in**  
23 **favor.**

24  
25 **iii. Program Revision – BA in Criminology**

26 Dean Killoran discussed the revision to the BA in Criminology, which closely mirrors the  
27 recent revision to the BA in Sociology. The key change involves adding a new required  
28 course, *Sociology 213: The Sociology of Race and Ethnicity*, and increasing the total  
29 number of credits required for the major to 42, which aligns with other Social Science  
30 majors at the college. Additionally, the learning outcomes for the major have been  
31 revised, and the list of electives has been updated in both the applied criminology area  
32 and the electives section at the end of the major. She then invited Professor Marissa  
33 Tramontano to provide further input.

34  
35 Professor Tramontano explains the rationale behind adding *Sociology 213: The Sociology*  
36 *of Race and Ethnicity* to the Criminology major, highlighting its importance as both a  
37 Gen Ed course and a key content addition. She also mentions that the revision of the

1 learning outcomes is part of a broader departmental process to align the overall major  
2 outcomes with individual course outcomes, which will guide instructors. Additionally,  
3 the department is excited to introduce the Queer Criminology class and continues to  
4 debate whether to offer separate classes for specific sub-fields or integrate them across  
5 all courses. Finally, the department refreshed the sociology electives because most were  
6 at the 300 level, which limited students' ability to take them earlier. Now, courses like  
7 the Sociology of Mental Health and Political Sociology are available as 200-level  
8 electives. Professor Tramontano thanked Dean Killoran for her help in shaping these  
9 revisions.

10  
11 Dean Ferdinand emphasized the importance of the learning objectives revision  
12 mentioned by Professor Tramontano, noting that it is a great way to support faculty in  
13 understanding the courses better. She expressed interest in inviting the department  
14 back to share this process and discuss how they can help faculty utilize these revised  
15 learning outcomes.

16  
17 Dean Sidman highlighted the importance of critically reviewing and revising learning  
18 objectives within a program, linking them to the curriculum and student experience. He  
19 expressed appreciation for the thoughtful work done on the sociology and criminology  
20 revisions and acknowledge the effort involved in bringing colleagues together to  
21 improve the curriculum in ways that benefit students and faculty alike. Moreover, he  
22 commended the department and curriculum committee for their hard work and  
23 encourages others to continue discussing and revising their programs. Finally, he thanks  
24 Deans Killoran and Ferdinand for their support throughout the process.

25  
26 **A motion was made and seconded to approve the revision of the BA in Criminology. The**  
27 **program review was approved unanimously with 20 votes in favor.**  
28

29 **iv. Program Revision – Certificate and Minor in Dispute Resolution**

30 Dean Killoran explained that the programs now have three course offerings for students  
31 to choose from in Part One since popular topics have been spun off into new stand-  
32 alone courses. Additionally, the certificate program now enables students to focus  
33 more on dispute resolution-specific courses, rather than choosing from a long list of  
34 electives. This change is seen as an improvement for both programs. Dean Killoran then  
35 invited Professor Volpe to add further comments.  
36

Professor Volpe illustrated that the journey to revise the program has focused on increasing transparency for students. Previously, students signing up for SOC 283 were unaware of the specific topic until the first day of class, but making selected topics courses permanent improves this by clearly defining what students are signing up for. The inclusion of these courses in the minor provides more focused dispute resolution options, as opposed to generic electives. Additionally, prerequisites have been removed, making these courses accessible to all students. A new course on Restorative Justice is being developed. The team is excited about these changes and grateful for the support of Kathy and Wynne. Interim Dean Sidman praises the revisions to both programs.

**A motion was made and seconded to approve the revision of Minor and Certificate in Dispute Resolution. The program review was approved unanimously with 20 votes in favor.**

#### **B. Course Revisions**

Dean Killoran moved onto course revisions with MAT 302, Probability and Mathematical Statistics. It has been a part of the curriculum at John Jay for a long time, though it hasn't been consistently offered. The department is now refreshing the topics covered in the course. Both computer science and applied mathematics students are required to take the first part of this course. Professors Hunter Johnson and Fatma Najjar are present to support this update.

Professor Johnson offered that the course MAT 302, Probability and Mathematical Statistics, underwent a routine update due to outdated content. With input from Professor Leslie Chandrakantha, the course now includes more relevant topics like data science and regression, replacing older concepts from the 1970s. These updates aim to make the course more appealing to students, help with graduate school applications, and potentially facilitate transfers within the CUNY system. The inclusion of terms like "data science" is expected to attract students, even if some of the mathematical terms remain complex.

**A motion was made and seconded to approve the revision of MAT 302 Probability and Mathematical Statistics II. The course revision was approved unanimously with 19 votes in favor.**

Dean Killoran moved onto the revision to Africana Studies 310, the Research Seminar in African American Studies. It involved a procedural update. The course is a key



1 requirement for students in the McNair program, which prepares students for PhD  
2 programs. The revision adds a student group for the McNair program as an alternative  
3 prerequisite, allowing for smoother registration for students. Professor Crystal Endsley  
4 is available to support this revision.

5  
6 Professor Endsley explains that the revision is a straightforward technical update that  
7 will simplify processes for Dr. Ernie Lee, the director of the McNair program, and  
8 improve support for McNair students, who are highly talented scholars. It will also  
9 streamline Africana Studies advising.

10  
11 **A motion was made and seconded to approve the revision of AFR 310 Research Seminar in**  
12 **African American Studies. The course revision was approved unanimously with 19 votes in**  
13 **favor.**

14  
15 Associate Dean Killoran closes this segment of the meeting with the final voting item.  
16 The CJBA Bulk Course Revision proposal involves changing the prerequisites for about  
17 eight courses by removing the course CJBA 111 and replacing it with CJBA 110, which  
18 students will continue to take. Additionally, the calculus sequence and the two statistics  
19 courses have had their numbers refreshed. There is also a note to double-check the  
20 prerequisites for the research methods course, although it is not part of this specific  
21 proposal.

22  
23 **A motion was made and seconded to approve the revision of CJBA Bulk Revision: 210, 220,**  
24 **230, 240, 241, 250, 361, 365. The course revision was approved unanimously with 19 votes in**  
25 **favor.**

## 26 27 **V. Other Business**

### 28 29 **i. Undergraduate Foundations Presentation**

30  
31 Dean Sidman welcomed Interim Assistant Dean Kate Szur to present about  
32 Undergraduate Foundations.

33 Dean Szur introduced the idea of "undergraduate foundations," a concept aimed at  
34 providing students with a uniform two-year experience. This would offer all students  
35 access to the same opportunities and supports during their first two years, although it  
36 doesn't mean the experience is identical for everyone. She plans to discuss student  
37 success outcomes, evidence-based practices, and a proposed plan, emphasizing how

1 students today have different needs and interests compared to those from 20 years ago.  
2 She also engaged the audience by asking about student success outcomes, starting with  
3 graduation rates.

4 Moreover, Dean Szur discussed student retention rates, highlighting an improvement in  
5 first-year retention, which has risen from a pandemic low of 75% to about 82%.  
6 However, this improvement is not consistent across all student groups, with some  
7 experiencing much lower retention. She emphasized that students in cohort programs  
8 with structured support (such as ACE, SEEK, or Apple Corps) have higher retention rates  
9 due to consistent academic and career support, whereas non-cohorted students  
10 experience a drop-off in their second year.

11 She identified generational differences in current students, noting that Gen Z and Gen  
12 Alpha students seek purposeful education linked to career preparation, prefer hands-on  
13 learning, and are concerned with social justice, mental health, and work-life balance.  
14 These students increasingly rely on platforms like YouTube for learning and value  
15 shorter, bite-sized content.

16 The proposal suggests creating career-aligned academic communities for students that  
17 span two years, moving beyond traditional one-year programs. These communities,  
18 tentatively named "Meta-majors" or "Academies," would be organized around students'  
19 interests and career goals. The initiative aims to connect students with each other and  
20 provide structured pathways that integrate both academic and co-curricular activities to  
21 support their professional development.

22 The plan includes adding a career exploration component to the first-year seminar and  
23 introducing a second-year course focused on career awareness, major exploration, and  
24 developing professional skills. This would be designed to help students prepare for  
25 internships and higher-level courses in their majors. Additionally, there would be  
26 greater out-of-classroom support aligned with the courses at the 100-200 level.

27 Key considerations for the proposal include how to align these clusters with majors and  
28 minors, how to structure introductory courses to support these areas, and how to scale  
29 co-curricular supports for all students. The next steps involve refining these ideas and  
30 seeking input on the structure and implementation.

31 Professor McCormack jumped in to say that redesigning the English major revealed that  
32 students often feel unsure about what career paths their major leads to. To address this,  
33 he suggests making students more aware of potential pathways by highlighting career  
34 opportunities both within the curriculum and through co-curricular activities. For  
35 example, he organized events where alumni with English degrees shared their diverse  
36 careers—such as law, marketing, public relations, and even poetry—showing students

1 that an English major can lead to a variety of fields. This approach helps both attract  
2 new majors and guide current students toward possible career directions.

3 Dean Szur reflected on how students often don't start considering the professional  
4 applications of their major until their junior year, when they begin searching for  
5 internships. At that point, the need to develop skills and make decisions about their  
6 career paths becomes clear. Some cohort programs, like Apple Core and ACE, provide  
7 career development support earlier, starting in the freshman or sophomore years,  
8 giving those students an advantage. She also encouraged a broader discussion on  
9 integrating career-related activities into coursework to make them more meaningful for  
10 students, and seeks input on how to structure such initiatives across multiple majors.

11 Professor Cardenas asks how faculty can make room for changes for shifts and student  
12 interest from the time they come in, and discover fields they had never been exposed  
13 to before.

14 Dean Szur explained that they are not creating major-specific groups to avoid limiting  
15 students' flexibility. Instead, they have loosely structured areas of interest, such as a  
16 STEM group and others related to justice fields, like public policy and public safety.  
17 These areas are meant to help students explore careers without committing to a specific  
18 major too early, as freshmen have flexibility in their academic plans. She emphasized  
19 that students can shift between these interest areas if their career goals change, such as  
20 moving from public policy to public safety. The challenge lies in connecting these early  
21 areas of interest to potential majors beyond the first two years.

22  
23 Dean Ferdinand offered that that this effort can help students broaden their  
24 understanding of the possibilities. She discussed aligning academic disciplines with  
25 professional careers by focusing on problem-solving and methods of inquiry. Instead of  
26 teaching specific field skills, the idea is to help students understand how to apply their  
27 academic knowledge and skills across various professions. This approach emphasizes  
28 developing transferable skills that can be used in multiple fields, connecting academics  
29 to real-world problem-solving.

30  
31 Dean Szur emphasized the importance of allowing students to explore different majors  
32 and careers early in their college journey. Many students change or add majors during  
33 their first or second years, and some discover fields they hadn't heard of in high school.  
34 The proposed structure aims to expose students to various opportunities and help them  
35 make more informed decisions. She also acknowledges a resource gap in the planning  
36 process but remains optimistic about finding solutions. She asks if anyone notices

1 potential issues with the proposed framework, particularly in how it connects to the  
2 curriculum.

3  
4 Professor Ma'at Lewis asks for a clarification about the interface between entry-level  
5 courses within a major and the first year. Where do the 100-level courses fit within a  
6 major?

7  
8 Dean Szur discussed how the only required courses for all students in these proposed  
9 areas would be General Education (Gen Ed) courses, which will fit into their academic  
10 plans. The goal is to integrate career awareness and professional skills into the 100-200  
11 level courses. She mentioned that some of these skills may be addressed in introductory  
12 major courses, which could undergo changes to ensure greater relevance and  
13 practicality. She also highlighted a focus on psychology and human services, with plans  
14 to create a two-year academic plan for students. This plan would guide course selection  
15 while allowing flexibility for specific major requirements, and it could also aid in course  
16 capacity planning.

17  
18 Professor Lewis emphasized the need for departments to closely examine their General  
19 Education (Gen Ed) offerings and consider potential changes. She mentioned that her  
20 department, Counseling and Human Services, is currently undergoing a five-year self-  
21 study, which presents an opportunity to reassess how they can best position their  
22 students to benefit from these offerings. She suggested organizing meetings to discuss  
23 how to align the department's work with these goals.

24  
25 Dean Szur agrees that that would be the next step. There will also be the gradual  
26 implementation of a new framework, and she acknowledges that it won't be fully  
27 realized by Fall 2025 and will take 2 to 3 years to reach full capacity. She also mentioned  
28 identifying gaps in the 200-level courses and emphasize that while the framework is  
29 being developed, careful planning is needed to provide students with the necessary  
30 guidance and structure. A key challenge is figuring out how to transition students from  
31 broader areas of interest to more specific majors as part of the framework's  
32 progression.

33  
34 Dean Sidman offers that the proposed framework is part of the college's broader  
35 strategic planning process, which will shape the institution's direction for the next five  
36 years. He stressed the importance of community input, as decisions about goals and  
37 resource allocation will be influenced by these ideas. He also encouraged reflection on

1 the framework presented, inviting feedback from the community to ensure that these  
2 plans align with the college's future priorities. Finally, he transitioned to the next agenda  
3 item, excited to see the revised guidelines for writing across the curriculum.

## 4 5 **ii. Writing Across the Curriculum Guidelines**

6  
7 Professor McCormack provided context for the revised guidelines, explaining that they  
8 are intended to replace a 1997 document, which suggested how courses should  
9 incorporate writing. These new guidelines are meant to help faculty review courses and  
10 suggest ways to include more writing, not to judge or assess the courses. He clarified  
11 that the guidelines are not mandatory or evaluative, but rather a resource for improving  
12 writing integration across various courses, though some subjects may find it more  
13 challenging to incorporate writing. He also emphasized that the document is still in draft  
14 form, and feedback is being gathered from various members before any decisions are  
15 made or before anyone is going to vote on it.

16  
17 Dean Sidman interjected by describing the importance of intentionally providing  
18 students with opportunities to learn and practice writing skills. He highlights that the  
19 revision of the 1997 writing guidelines is a step forward from the outdated approach,  
20 which only focused on the quantity of writing assignments per course level. Unlike the  
21 old guidelines, the new document aims to address the types of writing, the purpose of  
22 writing, and its significance in the academic process. He also expressed appreciation for  
23 the progress represented by the new guidelines. This was followed by a live editing  
24 session with a variety of members contributing to it – Professors Lewis, Rosas, Gallegos  
25 and Dean Killoran.

26  
27 Dean Sidman urges everyone to review and share the draft writing guidelines with  
28 colleagues, emphasizing that voting on them will not occur in December. The goal is to  
29 gather feedback from as many faculty members as possible because the success of the  
30 guidelines depends on faculty engagement. He reassured that the guidelines will  
31 continue to be discussed until they are ready for a vote.

## 32 33 **iii. General Education Updates**

34 Dean Ferdinand highlighted the progress of the writing improvement initiatives,  
35 including the General Education Assessment (GEAC) and the Vertical Writing Program.  
36 She expressed gratitude to faculty involved in workshops and feedback sessions,  
37 emphasizing the importance of connecting assessment with course design to improve

1 writing instruction. The initial formative round of assessments provided insights into the  
2 types of writing assignments students encounter in Gen. Ed. and their performance  
3 levels. Moving forward, efforts will focus on raising awareness and expanding the use of  
4 the created resources. Twelve faculty members are piloting new assignments this fall,  
5 and another round of assessments will take place in the new year. The plan is to involve  
6 more faculty in the process to scale these efforts. Dean Ferdinand also hopes to  
7 strengthen partnerships with academic departments, encouraging more faculty  
8 participation in writing and Quantitative Reasoning (QR) activities. Her presentation  
9 concluded with gratitude for the contributions of committee members and the Vertical  
10 Writing Program team. Faculty are invited to ask questions or provide comments on the  
11 process.

12 Professor McCormack offered that this project effectively connects assessment with  
13 classroom practice by using assessment insights to inform assignment design and then  
14 evaluating the resulting student work. This approach represents the ideal in outcomes  
15 assessment.

16 Dean Sidman invites the audience to note the strong connection between the  
17 assessment report and years of work dedicated to improving writing instruction. This  
18 document reflects extensive discussions on what constitutes good writing, the analysis  
19 of writing assignments, and student work, all culminating in the development of a rubric  
20 for assessing writing. This rubric is now being applied to assignments and student  
21 writing. He also mentioned that there is significant overlap between the insights gained  
22 from analyzing student work and the draft Writing Across the Curriculum guidelines.  
23 These guidelines reflect the process of assessment, where faculty evaluate what they  
24 teach and what students learn, then use that reflection to improve teaching methods,  
25 curricula, and the student experience. Whether the subject is about teaching political  
26 science, math, English, or any other field, this process helps students develop crucial  
27 writing skills.

28 Dean Sidman also encouraged the audience to review the report, reflect on the  
29 connections with the Writing Across the Curriculum guidelines, and utilize the rubric in  
30 their own courses. He offered an example that he is currently using it in his 200-level  
31 research course, where students must complete a scaffolded paper. He provides the  
32 rubric to students so they can understand how their work will be evaluated and reflect  
33 on what is important in their writing. He encouraged everyone present to take  
34 advantage of these valuable tools, as they are excellent resources to enhance  
35 everybody's teaching and support student development.

1 Dean Killoran invited Assistant Dean Ferdinand to elaborate on her assignment design.  
2 Assistant Dean Ferdinand explains that last year, they had teams of faculty from five  
3 departments collaborate on developing new assignments for pilot testing in General  
4 Education courses. Based on how these pilots perform this fall, the project may be taken  
5 in different directions, depending on the departments' needs. For instance, if an  
6 assignment from EJS 200 proves successful, they could offer support to other faculty  
7 members to adapt or remix it for their own classes, compensating those involved in the  
8 process. Alternatively, departments might identify new writing challenges to address,  
9 and they would support faculty in designing and piloting new assignments across  
10 additional General Education courses.

11 The goal is to leverage the expertise from the Vertical Writing Program to provide  
12 valuable guidance on assignment design, while also building the writing instruction  
13 expertise of faculty teaching in General Education. Ultimately, faculty ought to take  
14 leadership roles in writing instruction within their disciplines, ensuring that writing  
15 practices are deeply connected to the content and needs of their fields.

16 Dean Ferdinand also added that the project will apply funding to improve foundational  
17 courses in General Education, using CUNY undergraduate education program funds.  
18 There may also be opportunities for upper-division coursework funding if reusable open  
19 assignments are developed. The plan follows a timeline that includes collecting results  
20 by February, followed by assignment creation and feedback in spring and summer, with  
21 teaching in the fall.

22 Furthermore, she highlighted that this approach is distinct from previous Pathways  
23 assessments, as it emphasizes an interdisciplinary effort that can extend beyond  
24 General Education. The goal is to create a flexible, cohesive method for improving  
25 writing instruction and pedagogy across courses. Rather than imposing a rigid structure,  
26 the focus is on generating diverse, adaptable examples that faculty can implement or  
27 modify as needed. This method aims to build consensus around best practices for  
28 writing across disciplines and improve teaching and learning across CUNY.

29 Interim Dean Sidman adjourned the meeting after inquiring if there were any further  
30 questions and noting that there were none.

31 The meeting concluded at 11:49.

32 Submitted by Patrizia Pelgrift, Scribe

**John Jay College of Criminal Justice**  
**UNDERGRADUATE CURRICULUM AND ACADEMIC STANDARDS**  
**COMMITTEE**

**AGENDA**  
**December 13<sup>th</sup>, 2024**  
**9:45 A.M. – 12:00 P.M.**

Zoom Meeting: <https://jjay-cuny.zoom.us/j/85326969356?pwd=q26ctzmzorPzKH9vKyUWYntWCxwbZk.1>

Meeting ID: 853 2696 9356  
Passcode: 011622

1. ***Dean's Announcements*** – Interim Dean Andrew Sidman
2. ***Approval of the minutes of November 15<sup>th</sup>, 2024***
3. ***Old Business*** - None
4. ***New Business***

***General Education/Courses Subcommittee***

**Course Revisions**

1. HON 202 Leadership and the Common Good
2. HON 301 The Idea of the Common Good Across Disciplines
3. SOC 232 Social Stratification

***Program Review / Programs Subcommittee***

1. Revision of the Middle East Studies Minor



**John Jay College of Criminal Justice**  
City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Minutes of December 13, 2024

The Undergraduate Curriculum and Academic Standards Committee held a remote meeting on December 13, 2024, via Zoom. Interim Dean Andrew Sidman called the meeting to order.

**Present:** Anjalina Budhram, Alexa Capeloto, Roosbelinda Cardenas, Jocelyn Castillo, Angelique Corthals, Nina Rose Fischer, Sergio Gallegos, Penny Geyer, Sengkathirkumaran Kalamohan, Kathy Killoran, Ma'at Lewis, Cristina Lozano Argüelles, Shavonne McKiever, Kelly McWilliams, Tracie Meyer, Fatma Najar, Dor Nave, Judy-Lynne Peters, Amada Santiago, Andrew Sidman, Marisa Tramontano, Gregory Umbach, Roberto Visani.

**Absent:** Crystal Endsley, Thomas Herndon, Daniel Matos, Gohar Petrossian, Shreya Subramani, Robert Till.

**Non-Voting Members and Guests:** Maggie Arismendi, Alexander Bolesta, Yaritma Cabral, Melissa Dolan, Wynne Ferdinand, Veronica Michel, Stacy Nardin, Chrissy Pacheco, Raymond Patton, Patrizia Pelgrift, Dyanna Pooley, Kate Szur.

**I. Dean's Announcements—Interim Dean Andrew Sidman**

There were no announcements.

**II. Approval of the minutes of November 15, 2024**

There was no discussion.

**A motion was made and seconded to approve the minutes of November 15, 2024. The minutes were approved unanimously with 22 votes in favor.**

**III. Old Business**

None.

#### IV. New Business

##### A. General Education / Courses Subcommittee

###### i. Course Revisions

###### 1. HON 202 Leadership and the Common Good

Professor Raymond Patton explained that this course on leadership is missing some components that would help it fit neatly into the rest of the honors curriculum, which itself seeks to present to honors students a unified experience based on justice issues and academic research. This revision incorporates a research element into the theme of leadership.

**A motion was made and seconded to approve the revision to HON 202. The motion was approved unanimously with 22 votes in favor.**

###### 2. HON 301 The Idea of the Common Good Across Disciplines

This course has, over the years, been where students naturally end up starting their capstone projects, and so Professor Patton has submitted this revision to explicitly frame the course as being part one of a two-part capstone sequence. Dean Killoran noted that the short title has been changed as well to include the word “research” so that student transcripts will convey the fact that this is a research-methods course.

**A motion was made and seconded to approve the revision to HON 301. The motion was approved unanimously with 22 votes in favor.**

###### 3. SOC 232 Social Stratification

Professor Marisa Tramontano introduced this revision, which updates the course title and description to better align with the Seven Principles as well as harmonizes them with the key learning outcomes of the Sociology Major. The updated description also signals that, as a required course in the major, an intersectional approach will be taken when talking about the subject matter. The learning outcomes are also being updated to be more measurable.

Professor Alexa Capeloto asked about the learning outcomes, specifically what it means for students to demonstrate “understanding”, and whether including a syllabus and the

assignments it contains would help to highlight what aspects of the course lead to understanding. Professor Tramontano responded that the department as directed by chair Carla Barrett tries to keep this terminology consistent, where 100-level courses “introduce” material, 200-level courses “reinforce” material, and 300-level courses aim for “mastery”; as such, “understanding” signals the philosophy of “reinforcement” that is characteristic of a 200-level course.

As for a sample syllabus, Professor Tramontano said that some faculty are already teaching the course with these updates in mind, and so they would be able to share the course materials with anyone interested.

Additionally, Interim Dean Sidman offered congratulations for the major revisions to sociology and criminology that passed College Council recently, and noted that this course revision is in line with the major revisions that have already moved through the approval process.

**A motion was made and seconded to approve the revision to SOC 232. The motion was approved unanimously with 22 votes in favor.**

## **B. Program Review / Programs Subcommittee**

### **i. Program Revisions**

#### **1. Revision of the Middle East Studies Minor**

Dean Kathy Killoran introduced this revision, which aims to grow the minor by allowing for more flexibility. It achieves this, both by making a special topics course repeatable for elective credit provided topics are different, and also by allowing for 9 credits of foreign language courses to count instead of 6, enabling students to apply the highest-level Arabic course toward the minor. Professor Cristina Lozano Argüelles added that the option for more language credit is an important change, as language is a big part of culture and identity.

**A motion was made and seconded to approve the revision to the Minor in Middle East Studies. The motion was approved unanimously with 22 votes in favor.**

## **V. Other Business**

1 Interim Dean Sidman thanked everyone for their work this semester and wished all in  
2 attendance happy holidays.

3

4 The meeting concluded at 10:06 AM.

5

6 Submitted by,

7 Alexander Bolesta, scribe

**John Jay College of Criminal Justice**  
**UNDERGRADUATE CURRICULUM AND ACADEMIC STANDARDS**  
**COMMITTEE**

**AGENDA**  
**February 14<sup>th</sup>, 2024**  
**9:45 A.M. – 12:00 P.M.**

Join Zoom Meeting  
<https://jjay-cuny.zoom.us/j/89293929637?pwd=oTSam6hCYgIDwkuqxU8C22AfYsdoxs.1>  
Meeting ID: 892 9392 9637  
Passcode: 936615

1. ***Dean's Announcements*** – Interim Dean Andrew Sidman
2. ***Approval of the minutes of December 13<sup>th</sup>, 2024***
3. ***Old Business*** - None
4. ***New Business***

**Program Review / Programs Subcommittee**

1. Revision of the BA in Global History
2. Revision of the BA in Humanities and Justice
3. Revision of the Minor in Africana Studies

***General Education/Courses Subcommittee***

**Course Revisions**

1. HUM 300 Landmark U.S. Supreme Court Cases: Criminal Justice and Humanities Perspectives (Korematsu v. US topic)
2. HJS 415 Thesis in Humanities and Justice Studies
3. HIS 300 Research Methods in History
4. HIS 323 History of Lynching and Collective Violence
5. HIS 327 History of Genocide: 500 CE to the Present
6. HIS 344 Topics in Legal History
7. HIS 352 History and Justice in the Wider World
8. HIS 354 Law and Society in Ancient Athens and Rome
9. HIS 366 Religions of the Ancient World
10. HIS 368 Law and Society in the Ancient Near East
11. HIS 374 Premodern Punishment
12. HIS 381 Social History of Catholicism in the Modern World
13. List of HIS Courses to Inactivate & Remove from UG Bulletin

***Academic Standards***

1. Online Courses and Programs Policy Draft for Discussion – Wynne Ferdinand

**John Jay College of Criminal Justice**  
City University of New York  
Undergraduate Curriculum and Academic Standards Committee

**Minutes of February 14, 2025**

The Undergraduate Curriculum and Academic Standards Committee held a remote meeting February 14, 2025, at 9:45 A.M., via Zoom. Interim Dean Andrew Sidman called the meeting to order.

**Voting Members Present:** Anjalina Budhram, Alexa Capeloto, Roosbelinda Cardenas, Jocelyn Castillo, Angelique Corthals, Crystal Endsley, Nina Rose Fischer, Sergio Gallegos, Thomas Herndon, Sengkathirkumaran Kalamohan, Kathy Killoran, Ma'at Lewis, Cristina Lozano Argüelles, Shavonne McKiever, Kelly McWilliams, Tracie Meyers, Fatma Najar, Dori Nave, Judy-Lynne Peters, Gohar Petrossian, Amada Santiago, Andrew Sidman, Robert Till, Marisa Tramontaro, Gregory Umbach, Roberto Visani

**Voting Members Absent:** Penny Geyer, Daniel Matos, Shreya Subramani

**Non-voting Attendees Present:** Maggie Arismendi, Alexander Bolesta, Yaritma Cabral, Virginia Diaz-Mendoza, Melissa Dolan, Alvin Estrada, Wynne Ferdinand, Olivera Jokic, Allison Kavey, Lorena Laverde, Stacy Nardin, Stacy Nardin, Chrissy Pacheco, Patrizia Pelgrift, Dyanna Pooley, Stephen Russell, Toy-Fung Tung

**I. Dean's Announcements—Interim Dean Andrew Sidman**

Interim Dean Sidman began with the good news that our enrollment numbers have stabilized and that we are in a relatively good position financially after some years of uncertainty since the pandemic. Credit is given in part to the hard work of faculty, chairs, and directors in producing an efficient schedule of classes.

**II. Approval of the minutes of December 13, 2024**

There was no discussion.

A motion was made and seconded to approve the minutes of December 13, 2024. The minutes were approved unanimously with 21 votes in favor.

1 **III. Old Business—None**

2  
3 **IV. New Business**

4  
5 **A. Program Review / Programs Subcommittee**

6  
7 **i. Program Revisions**

8  
9 **1. Revision of the BA in Global History**

10  
11 Dean Killoran introduced this revision, which aims to help transfer students especially complete  
12 the required course sequences in a reasonable amount of time. It accomplishes this by  
13 rearranging one section of the program and removing two courses from the requirements.  
14

15 Professor Stephen Russell added that the curriculum team researched this issue quite a bit and  
16 they are confident that these changes can be made to help students not fall behind while still  
17 adhering to the learning outcomes of the program. The old structure of the major divided  
18 courses into various buckets, and students get stuck in certain buckets which later may bring up  
19 scheduling issues. The drawbacks of this system outweigh the benefits of having focused  
20 categories for students to work through.  
21

22 Professor Cristina Lozano Argüelles noted that some of these sequencing issues appear to come  
23 from DegreeWorks, and Professor Russell agreed, saying that during advising many students say  
24 that they think they need to take courses in the order in which they appear on DegreeWorks,  
25 and that this issue can be mitigated by optimizing the display of the program in DegreeWorks.  
26

27 Professor Alexa Capeloto asked some questions about the considerations made regarding the  
28 level of the learning outcomes of the reshuffled electives. Professor Russell responded that the  
29 learning outcomes were already pretty well defined by level thanks to previous work by the  
30 curriculum committee, so that didn't introduce any additional burdens to the reshuffling  
31 process.  
32

33 A motion was made and seconded to approve the revision to the BA in Global History. The  
34 motion was approved unanimously with 24 votes in favor.  
35  
36  
37

## 2. Revision of the BA in Humanities and Justice

Dean Killoran introduced this revision which, like the previous item, addresses course sequencing to help keep students on track. Instead of a three-course research sequence culminating in a thesis, the program will eliminate one course from the sequence, and students will cap off the major with a one-semester senior seminar.

Professor Allison Kavey then explained that students would fall behind in the sequence, necessitating the creation of summer sections just to catch them up, which was not sustainable. Furthermore, the hope that having a longer, three-course sequence as a culminating experience would result in comparatively high-quality work was not panning out. Thus, a rethinking of the final stage of the program felt appropriate.

This revision will combine two courses into a research methods course that will focus on scholarship review and research writing. Then, as Kathy noted, the capstone course will have the students put these skills to use with the writing of a lengthy paper.

A motion was made and seconded to approve the revision to the BA in Humanities and Justice. The motion was approved unanimously with 25 votes in favor.

## 3. Revision of the Minor in Africana Studies

Dean Killoran presented this revision, which makes clearer that students need to complete six credits of required courses—AFR 140 and a choice of a 300-level course—and then four elective courses.

A motion was made and seconded to approve the revision to the Minor in Africana Studies. The motion was approved unanimously with 25 votes in favor.

### **B. General Education / Courses Subcommittee**

#### **i. Course Revisions**

1. HUM 300 Landmark U.S. Supreme Court Cases: Criminal Justice and Humanities Perspectives (Korematsu v. US topic)



Professor Toy-Fung Tung explained that this course is one of several variations of the Landmark Supreme Court Cases series, and that the English Department would like to make it its own independent course under the LIT heading. This would also fill a curricular gap, as there are currently not many courses at John Jay looking at Asian racism. In addition to being part of the new Global Asian Studies minor, this course will also be part of a law career path component that is currently being developed within the English major.

A motion was made and seconded to approve the revision to HUM 300. The motion was approved unanimously with 25 votes in favor.

## 2. HJS 415 Thesis in Humanities and Justice Studies

Professor Russell explained that in light of the revision to the major, this course needed an adjustment to its title and prerequisites. Additionally, this revision changes the description to better explain to students what the workload expectations of the course are.

A motion was made and seconded to approve the revision to HJS 415. The motion was approved unanimously with 25 votes in favor.

## 3. HIS 300 Research Methods in History

Professor Russell again explained that this revision updates prerequisites and changes the description to better relay to students the work that will be done in the course.

A motion was made and seconded to approve the revision to HIS 300. The motion was approved unanimously with 25 votes in favor.

### 4. HIS 323 History of Lynching and Collective Violence

### 5. HIS 327 History of Genocide: 500 CE to the Present

### 6. HIS 344 Topics in Legal History

### 7. HIS 352 History and Justice in the Wider World

### 8. HIS 354 Law and Society in Ancient Athens and Rome

### 9. HIS 366 Religions of the Ancient World

### 10. HIS 368 Law and Society in the Ancient Near East

### 11. HIS 374 Premodern Punishment

### 12. HIS 381 Social History of Catholicism in the Modern World

### 13. List of HIS Courses to Inactivate & Remove from UG Bulletin

1 Dean Killoran recommended these items be taken as a slate. Each of these proposals adds a  
2 sentence to the course description notifying students that they will be writing a term paper in  
3 the course. The final item formally inactivates courses that have not been taught in a long time  
4 and will not be taught again in the foreseeable future. The courses could be activated again if  
5 need be.

6  
7 A motion was made and seconded to consider course revision items 4-13 as a slate. The motion  
8 was approved unanimously with 25 votes in favor.

9  
10 A motion was made and seconded to approve the slate of revision items 4-13. The motion was  
11 approved unanimously with 25 votes in favor.

## 12 13 **V. Other Business**

### 14 15 1. Online Courses and Programs Policy Draft: for Discussion—Wynne Ferdinand

16  
17 Dean Sidman explained that the current policy regarding online courses dates back to 2013 and  
18 needs to be refreshed in this current era of expanded online options at John Jay. It is important  
19 to ensure that students learning online receive the same quality of education as those who are  
20 taking the same courses and programs in-person.

21  
22 Assistant Dean Wynne Ferdinand presented both a draft of the proposed policy and a  
23 document that is to serve as an introduction to best practices and guidance for teaching online.  
24 Comments were welcomed and will be taken into consideration as a final document is created  
25 and brought back later for a vote.

### 26 27 2. Universal Grade Change and WN Reversal Application

28  
29 Registrar Shavonne McKiever announced that the Universal Grade Change and WN Reversal  
30 application that has been in development for several years on the university-level will go live on  
31 February 18, 2025, and will replace the current, John Jay-based application. This new app will  
32 be for these items that cover the last year. For older grade changes, we will continue to use the  
33 locally created app that has been in use for several years already. The Registrar's Office is  
34 creating a new webpage that will house links to their various apps. The Registrar's Office in  
35 collaboration with DoIT is in the final stages of launching a Course Substitution app.

36  
37 The meeting concluded at 10:55 AM.

- 1 Submitted by,
- 2 Alexander Bolesta, scribe

**John Jay College of Criminal Justice**

**UNDERGRADUATE CURRICULUM AND ACADEMIC STANDARDS  
COMMITTEE**

**AGENDA**

**March 14<sup>th</sup>, 2025: 9:45 A.M. – 12:00 P.M.**

Zoom Meeting: <https://jjay-cuny.zoom.us/j/88957612393?pwd=2w4mMz4ISXlfogyHj9a3TGZWvwzMap.1>

Meeting ID: 889 5761 2393

Passcode: 930798

1. ***Dean's Announcements*** – Interim Dean Andrew Sidman
2. ***Approval of the minutes of February 14<sup>th</sup>, 2025***
3. ***Old Business*** - None
4. ***New Business***

**Program Review / Programs Subcommittee**

1. Revision of BA in Philosophy
2. Revision of the ADAP Program for BS Leading to the MS in Forensic Science
3. Revision of ADAP Program for BA in Global History Leading to the MA in Human Rights
4. Revision of Minor in History

***General Education/Courses Subcommittee***

**New Courses**

1. LWS 3XX Legal Disruption Project
2. HJS 4XX (425) Experiential Senior Seminar in Humanities and Justice

**Course Revisions**

1. PHI Bulk Course Revision: 201, 203, 204, 205, 210, 214, 216, 231, 235, 238, 302, 304, PHI/LAW 310, 315, 326, 327, 330, 340, 343, 351, PHI/AFR 354, 372, 377, 380-381
2. HIS 264 History of China to 1650
3. HIS 270 Marriage in Medieval Europe
4. HIS 274 History of China, 1650 – Present
5. HIS 362 History of Science & Medicine: Prehistory to 1650
6. HIS/GEN 364 History of Gender and Sexuality: Prehistory to 1650
7. HIS 375 Female Felons in the Premodern World
8. SOC 324 Advanced Social Statistics
9. SOC 328 Qualitative Research Methods
10. SSC 325 Research Methods in Criminology and Sociology

***Academic Standards***

1. Revision of the Grade Appeal Policy

***Strategic Planning Process*** – VP Christopher Shults, Dyanna Pooley, Andrew Sidman

**John Jay College of Criminal Justice**

City University of New York

Undergraduate Curriculum and Academic Standards Committee

Minutes of March 14, 2025

The Undergraduate Curriculum and Academic Standards Committee held a remote meeting March 14, 2025, at 9:45 AM, via Zoom. Interim Dean Andrew Sidman called the meeting to order.

**Voting Members Present:** Anjalina Budhram, Alexa Capeloto, Jocelyn Castillo, Angelique Corthals, Crystal Endsley, Sergio Gallegos, Penny Geyer, Thomas Herndon, Sengkathirkumaran Kalamohan, Kathy Killoran, Ma'at Lewis, Cristina Lozano Argüelles, Shavonne McKiever, Kelly McWilliams, Tracie Meyers, Fatma Najar, Gohar Petrossian, Amada Santiago, Andrew Sidman, Shreya Subramani, Robert Till, Marisa Tramontano

**Voting Members Absent:** Roosbelinda Cardenas, Nina Rose Fischer, Daniel Matos, Dor Nave, Judy-Lynne Peters, Gregory Umbach, Roberto Visani

**Non-voting Attendees Present:** Kayla Bassknight, Alexander Bolesta, Yaritma Cabral, Bettina Carbonell, Marta Concheiro-Guisan, Melissa Dolan, Suleima Ebrahim, Alvin Estrada, Wynne Ferdinand, Olivera Jokic, Lorena Laverde, Veronica Michel, Chrissy Pacheco, Patrizia Pelgrift, Dyanna Pooley, Mechthild Prinz, Stephen Russell, Christopher Shults, Bryce Tolbert, Sumaya Villanueva, Michael Yarbrough

**I. Dean's Announcements— Interim Dean Andrew Sidman**

Interim Dean Sidman introduced Director of Academic Support and Learning Technologies Bryce Tolbert, who spoke about a new digital creation lab which will open in Fall 2025. This new facility will include recording booths and a tech classroom and lab. Director Tolbert also introduced a form to be filled out by anyone willing that will help define what digital literacy is and how best to utilize the new digital creation lab to improve digital literacy.

Assistant Dean Wynne Ferdinand then shared progress regarding the development of students' writing skills in Gen Ed. Assignments that were crafted last year were piloted in Gen Ed courses this past fall, and there is now an accumulation of these assignments that can be adapted to other Gen Ed courses. Any faculty that are interested in continuing this work can participate in

an introductory workshop and then work in small groups in their department to develop additional assignments that will then be added to the growing collection of work.

## **II. Approval of the minutes of February 14, 2025**

There was no discussion.

**A motion was made and seconded to approve the minutes of February 14, 2025. The minutes were approved unanimously with 21 votes in favor.**

## **III. Old Business—None**

## **IV. New Business**

### **A. Program Review / Programs Subcommittee**

#### **i. Program Revisions**

##### **1. Revision of BA in Philosophy**

Dean Kathy Killoran introduced this revision, which clarifies the major restructuring of the Philosophy BA that passed last year. To recap, the major revision added two concentrations; the first is a more traditional philosophy curriculum, while the second focuses on philosophy and law and is more geared toward students planning to enter the legal field.

This current revision notes that students on either track will be able to take any capstone course to complete the program. Professor Sergio Gallegos affirmed this, noting that this will give students more flexibility by ensuring that there will always be a capstone course for students to take when they are ready to do so.

**A motion was made and seconded to approve the revision to the BA in Philosophy. The motion was approved unanimously with 21 votes in favor.**

##### **2. Revision of the ADAP Program for BS Leading to the MS in Forensic Science**

Dean Killoran introduced this revision, which is needed because the course substitutions identified between the bachelor's degree and master's programs were no longer aligned after a

1 recent revision to the Forensic Science MS. The change combined an advanced forensics course  
2 and a DNA technology course into a single course. The new graduate course will now properly  
3 translate back to fulfill the undergraduate requirement. This proposal will properly sequence  
4 the courses that count back to complete undergraduate requirements for the bachelor's  
5 degree.

6  
7 **A motion was made and seconded to approve the revision to the ADAP Program for BS**  
8 **Leading to the MS in Forensic Science. The motion was approved unanimously with 21 votes**  
9 **in favor.**

10  
11 3. Revision of ADAP Program for BA in Global History Leading to the MA in Human  
12 Rights

13  
14 Dean Killoran explained that this revision is also in response to a recent revision to one of the  
15 base programs in the ADAP; this time, the Global History BA saw changes approved last month.  
16 The ADAP will now have its undergraduate and graduate course equivalencies harmonized  
17 again. Since a graduate course is being removed from the graduate section of the program  
18 here, this revision will also seek approval by CGS.

19  
20 **A motion was made and seconded to approve the revision to the ADAP Program for BA in**  
21 **Global History Leading to the MA in Human Rights. The motion was approved unanimously**  
22 **with 21 votes in favor.**

23  
24 4. Revision of Minor in History

25  
26 The changes to the Global History BA referenced above also affect the Minor in History. This  
27 revision also further aligns the elective courses required by the minor and major, which will  
28 help students seamlessly transition in the case that a history minor decides to declare for the  
29 major.

30  
31 **A motion was made and seconded to approve the revision to the Minor in History. The**  
32 **motion was approved unanimously with 21 votes in favor.**

33  
34 **B. General Education / Courses Subcommittee**

35  
36 **i. New Courses**  
37

1                   1. LWS 3XX Legal Disruption Project

2  
3 Assistant Dean Ferdinand introduced this new course, which will appear in part 5 (Societal and  
4 Political Change) of the Law and Society BA. Dean Killoran clarified that it was previously  
5 offered as a faculty-mentored research course. Professor Shreya Subramani expressed  
6 excitement for the course, which will allow students to take more of a leadership role and even  
7 help to shape the curriculum in the future.

8  
9 Professor Michael Yarbrough echoed this excitement and offered a short history of the course's  
10 experimental phase. Interim Dean Sidman praised the course as well and is looking forward to  
11 seeing its future success, noting that even during the experimental phase it offered students an  
12 impactful experiential learning opportunity.

13  
14 **A motion was made and seconded to approve the new course LWS 3XX. The motion was**  
15 **approved unanimously with 21 votes in favor.**

16  
17                   2. HJS 4XX (425) Experiential Senior Seminar in Humanities and Justice

18  
19 Assistant Dean Ferdinand introduced this next course, which will serve as an alternative to the  
20 standard research-focused senior seminar class required of the major. For this course, students  
21 will complete an internship and an associated writing exercise. Professor Stephen Russell  
22 further explained that the existing senior seminar better serves students who, after graduating,  
23 want to attend law school, graduate school in education, or other professional career paths.  
24 This new course will appeal to those students with a strong focus on activism who perhaps  
25 want to enter the non-profit sector after earning their degree.

26  
27 Professor Alexa Capeloto asked about the process by which students would connect with  
28 internship opportunities. Professor Russell responded that faculty would be active participants  
29 in the process and would use their connections to help students attain internships.

30  
31 **A motion was made and seconded to approve the new course HJS 4XX (425). The motion was**  
32 **approved unanimously with 21 votes in favor.**

33  
34                   ii. Course Revisions

35



1. PHI Bulk Course Revision: 201, 203, 204, 205, 210, 214, 216, 231, 235, 238, 302, 304, PHI/LAW 310, 315, 326, 327, 330, 340, 343, 351, PHI/AFR 354, 372, 377, 380-381

Dean Killoran explained that this bulk revision to philosophy course prerequisites remove unnecessary barriers to registration. The Philosophy Department feels students will be well prepared for these courses after taking either ENG 201, or ENG 201 plus any philosophy course—or HJS 250 in the case of Humanities and Justice majors—as opposed to the unnecessarily specific courses that make up the current prerequisites.

Three amendments were proposed by Dean Killoran: first, that PHI 302 retain the junior standing requirement, as that course is part of the 300-level Justice Core and is meant to be a culminating General Education course; second, that PHI 317 be added to the list, also retaining the junior standing requirement due to being a Justice Core 300-level course; third, a correction to the existing prerequisites for PHI 304, as there is an error when compared to the bulletin. These amendments have been approved by Professor Sergio Gallego and the department.

Professor Capeloto asked whether any consideration was given to ensuring that students would be adequately prepared for these courses regardless of what course they took as a prerequisite. Professor Gallegos responded that conversations were had, and the conclusion was that any philosophy course will give students the foundation they need for 300-level PHI courses.

**A motion was made and seconded to amend the proposal for the bulk PHI course revisions. The motion was approved unanimously with 21 votes in favor.**

**A motion was made and seconded to approve the amended proposal for the bulk PHI course revisions. The motion was approved unanimously with 21 votes in favor.**

2. HIS 264 History of China to 1650
3. HIS 270 Marriage in Medieval Europe
4. HIS 274 History of China, 1650 – Present
5. HIS 362 History of Science & Medicine: Prehistory to 1650
6. HIS/GEN 364 History of Gender and Sexuality: Prehistory to 1650
7. HIS 375 Female Felons in the Premodern World

Dean Killoran said that these revisions all make small changes to the titles and course descriptions in order to make them more general in terms of time period and/or geographic

reach. The expanded spatiotemporal umbrellas will allow the courses to cover a wider range of content depending on the goals and expertise of the instructors.

**A motion was made and seconded to consider the revisions to HIS 264, HIS 270, HIS 274, HIS 362, HIS/GEN 364, and HIS 375 as a slate. The motion was approved unanimously with 21 votes in favor.**

**A motion was made and seconded to approve the slate. The motion was approved unanimously with 21 votes in favor.**

8. SOC 324 Advanced Social Statistics

9. SOC 328 Qualitative Research Methods

10. SSC 325 Research Methods in Criminology and Sociology

Dean Killoran explained that these proposals remove STA 250 from the course pre-reequisites. The Sociology Department believes that calculative statistics does not come up often in the upper-level courses in both the sociology and criminology majors. Upcoming revisions to the majors are forthcoming next year that creates a new quantitative reasoning class. Professor Maria Tramontano further commented that there are options within the department for students in these majors to learn statistics that teach more applied skills than the pure math focus they would see from the math department's statistics course. Other small changes to the course descriptions make clear that these are not statistics-heavy courses.

A motion was made and seconded to consider the revisions to SOC 324, SOC 328, and SSC 325 as a slate. The motion was approved unanimously with 21 votes in favor.

**A motion was made and seconded to approve the slate. The motion was approved unanimously with 21 votes in favor.**

## **V. Other Business**

### **1. Revision of the Grade Appeal Policy**

Interim Dean Sidman noted that we would do a first reading of the draft today, followed by a second reading in April. He has received some feedback from the academic department chairs. The main goals of the revision are to make the process easier to understand for students, and to also give them what they feel is a fair hearing for a grade challenge. The new preamble will

1 help with more student-friendly language, and subsequent sections lay out the situations in  
2 which a potential unfair grade manifests.

3  
4 Another big change is the role of the College-wide Grade Appeals Committee. Currently it steps  
5 in when a departmental grade appeal committee cannot or will not rule on a grade appeal, or  
6 when a faculty member refuses to change a grade that their department recommends be  
7 changed. In the second case, however, the faculty member could still refuse to change the  
8 grade. Under the new policy, students can invoke the College-wide Grade Appeals committee,  
9 who could then empower the department chair to change the grade directly.

10  
11 Interim Dean Sidman reiterated that the plan is to vote on this in April, however there is room  
12 to discuss and implement further changes if anyone thinks it is not ready.

13  
14 2. Strategic Planning Process – VP Christopher Shults, Dyanna Pooley, Andrew  
15 Sidman

16  
17 Vice President Shults presented an update on the College's strategic planning process and  
18 upcoming opportunities to participate. Discussions about both the mission statement and  
19 vision statement are ongoing, and Vice President Shults implored everyone to get involved, as  
20 these are statements that are meant to reflect the whole community. The hope is to have the  
21 new strategic plan approved by the College Council in September or October, 2025. VP Schults  
22 also summarized some of the achievements the College has completed as a result of the  
23 current strategic plan. Director of Outcomes Assessment Dyanna Pooley then presented an  
24 environmental scan, highlighting statistics and current events that will impact how we approach  
25 our educational mission in the coming years.

26  
27 Interim Dean Sidman recommended that everyone take a look at the resources provided by  
28 Vice President Shults, as well as the calendar of upcoming events, and then participate in these  
29 activities.

30  
31 The meeting concluded at 11:45 AM.

32  
33 Submitted by,  
34 Alexander Bolesta, scribe

**John Jay College of Criminal Justice**  
**UNDERGRADUATE CURRICULUM AND ACADEMIC STANDARDS**  
**COMMITTEE**

**AGENDA**  
**April 11<sup>th</sup>, 2025**  
**9:45 A.M. – 12:00 P.M.**

Zoom Meeting:  
Meeting ID:  
Passcode:

- 1. *Dean's Announcements*** – Interim Dean Andrew Sidman
- 2. *Approval of the minutes of March 14<sup>th</sup>, 2025***
- 3. *Old Business***
  1. Revision of the Grade Appeals Policy – Dean Sidman
- 4. *New Business***

**Program Review / Programs Subcommittee**

1. Revision of the BA in International Criminal Justice
2. Revision in the BS in Cell and Molecular Biology
3. Revision of the Minor in Biology

***General Education/Courses Subcommittee***

**New Courses**

1. BIO 2XX Microbiology with Laboratory
2. BIO 4XX (401) Molecular Biology Research Internship
3. HON 1XX (115) Introduction to Justice Inquiry and Action Research (CO: Justice Core I)

**Course Mapping to Gen Ed Outcomes**

1. ICJ 101 Introduction to International Criminal Justice (FC: World Cultures)

**Course Revisions**

1. ENG 247 Creative Expression and Human Nature (already appd FC: Creative Exp)
2. BIO 101 Paced Modern Biology I-A
3. HON 377 Honors Experiential Learning Experience
4. ICJ 310 Foundations of Scholarship in International Criminal Justice
5. SOC 203 Criminology
6. SOC 341 International Criminology

***Academic Standards***

1. Writing Across the Curriculum Guidelines
2. Revision of the Incomplete Grade (INC) Policy

**John Jay College of Criminal Justice**

City University of New York

Undergraduate Curriculum and Academic Standards Committee

Minutes of April 11, 2025

The Undergraduate Curriculum and Academic Standards Committee held a remote meeting April 11, 2025, at 9:45 A.M., via Zoom. Interim Dean Andrew Sidman called the meeting to order.

**Voting Members Present:** Alexa Capeloto, Roosbelinda Cardenas, Jocelyn Castillo, Angelique Corthals, Crystal Endsley, Nina Rose Fischer, Sergio Gallegos, Penny Geyer, Thomas Herndon, Kathy Killoran, Ma'at Lewis, Cristina Lozano Argüelles, Shavonne McKiever, Fatma Najar, Judy-Lynne Peters, Amada Santiago, Andrew Sidman, Shreya Subramani, Marisa Tramontano

**Voting Members Absent:** Anjalina Budhram, Sengkathirkumaran Kalamohan, Daniel Matos, Kelly McWilliams, Tracie Meyers, Dor Nave, Gohar Petrossian, Robert Till, Gregory Umbach, Roberto Visani

**Non-voting Attendees Present:** Cat Alves, Maggie Arismendi, Alexander Bolesta, Bettina Carbonell, Virginia Diaz-Mendoza, Melissa Dolan, Suleima Ebrahim, Alvin Estrada, Wynne Ferdinand, Olivera Jokic, Lorena Laverde, Nathan Lents, Tim McCormack, Veronica Michel, Veronica Michel, Stacy Nardin, Patrizia Pelgrift, Dyanna Pooley, Kate Szur, Sumaya Villanueva

**I. Dean's Announcements—Interim Dean Andrew Sidman**

Dean Sidman yielded the floor to Assistant Dean Wynne Ferdinand, who solicited feedback for a revised Online Course and Programs Policy to be voted on next month. Two flyers were also shared, the first for a student-facing event organized by faculty career fellows, and the second for a research lecture by a visiting professor, Matthew Hora, from the University of Wisconsin who studies career exploration and readiness in undergraduates.

**II. Approval of the minutes of March 14, 2025**

There was no discussion.

1 **A motion was made and seconded to approve the minutes of March 14, 2025. The minutes**  
2 **were approved unanimously with 16 votes in favor.**

3  
4 **III. Old Business**

5  
6 1. Revision of the Grade Appeals Policy—Dean Sidman

7  
8 Dean Sidman noted the difference between the policy as it was presented last month and the  
9 policy as it stands now; the role of the College-wide Grade Appeals committee is clarified, and  
10 the language of “extraordinary circumstances” is removed.

11  
12 Professor Alexa Capeloto shared four pieces of feedback received from Livia Katz, long-serving  
13 Chairperson of the English Department Grade Appeals Committee. First, students may find the  
14 list of reasons found within the policy for filing a grade appeal to be too restrictive and  
15 wondered whether that list resided in the policy only and if it could instead appear on the form  
16 that the students fill out with the registrar to initiate the appeal; second, that the wording be  
17 changed so that it is clear that the student does not need to launch a second appeal in order for  
18 the College-Wide Grade Appeals Committee to consider the issue, rather the original appeal is  
19 simply forwarded to them; third, requesting clarification on the end of the appeals process  
20 where the power to change the final grade rests solely with the department chair/program; and  
21 fourth, strike the part that says grade changes are expected to be rare, since we don’t know for  
22 a fact that they are going to be rare.

23  
24 Dean Sidman first explained that the list of reasons for appealing a grade was developed and  
25 unanimously endorsed by the Academic Standards Subcommittee in order to offer students  
26 guidance instead of putting the onus on them to articulate why they think their grade was  
27 unfairly given. Once this policy passes, the registrar will produce a form that will include the  
28 reasons for students to select from. As for the extra step to appeal to the college-wide  
29 committee, the thought is that it should be the student’s choice to forward the appeal,  
30 however they certainly would not have to produce any additional documents or launch a whole  
31 new appeal.

32  
33 The department chairs would consider a change of grade consistent with what the  
34 departmental grade change committee felt was appropriate; the language in the new policy is  
35 meant to clarify that the department chair is indeed given the power to actually change the  
36 grade, overruling of the professor who gave the initial grade. The language about appealing to

1 the college-wide committee being rare was from the original policy and can be struck from the  
2 new policy if UCASC votes to do so.

3  
4 **A motion was made and seconded to remove the sentence stating that grade changes are**  
5 **expected to be rare. The motion was approved unanimously with 18 votes in favor.**

6  
7 **A motion was made and seconded to amend the section “Student Notification” to clarify that**  
8 **the student has the option to request that their appeal be forwarded to the College-Wide**  
9 **Grade Appeals Committee. The motion was approved unanimously with 18 votes in favor.**

10  
11 **A motion was made and seconded to approve the revision of the Grade Appeals Policy. The**  
12 **motion was approved unanimously with 18 votes in favor.**

#### 13 14 **IV. New Business**

##### 15 16 **A. Program Review / Programs Subcommittee**

##### 17 18 **i. Program Revisions**

##### 19 20 **1. Revision of the BA in International Criminal Justice**

21  
22 Dean Katherine Killoran introduced this revision, which reduced the overall credit count of the  
23 major by three and also simplifies the elective groups to give students more flexibility.

24  
25 Professor Veronica Michel explained that this revision also makes it clear which learning  
26 objectives match each course. Courses that do not match well with any learning objective are  
27 being removed from the major. Furthermore, new courses are being added, and prerequisites  
28 from a couple of other courses are being revised to negate unnecessary course permission  
29 requests. As this is an interdisciplinary major, representatives from every affected department  
30 were consulted during the revision process.

31  
32 **A motion was made and seconded to approve the revision to the BA in International Criminal**  
33 **Justice. The motion was approved unanimously with 18 votes in favor.**

##### 34 35 **2. Revision in the BS in Cell and Molecular Biology**

36

Dean Killoran introduced this revision, which adds the two biology courses being considered later today, and also consolidates the elective (lecture and lab) sections.

Professor Nathan Lents further explained that having separate lecture and lab elective courses in the major is not serving any purpose. Some lecture and lab courses are being combined into one course, and the lab-only courses are being done away with. Some other courses are being removed from the electives altogether, but will remain in the minor and will be supported by the department. Finally, an external research internship option is being added to the list of capstone courses.

**A motion was made and seconded to approve the revision to the BS in Cell and Molecular Biology. The motion was approved unanimously with 18 votes in favor.**

### 3. Revision of the Minor in Biology

Like the major revision, Professor Lents explained that the revision to the biology minor also consolidates the lecture and lab elective courses.

**A motion was made and seconded to approve the revision to the Minor in Biology. The motion was approved unanimously with 18 votes in favor.**

## B. General Education / Courses Subcommittee

### i. New Courses

#### 1. BIO 2XX Microbiology with Laboratory

Professor Lents explained that this course takes two existing courses and combines them into one with both lecture and laboratory components. Having this combined course is also increasingly important because it is a common requirement of nursing programs, which more and more students are aspiring to enter after finishing at John Jay.

**A motion was made and seconded to approve the new course BIO 2XX. The motion was approved unanimously with 18 votes in favor.**

#### 2. BIO 4XX (401) Molecular Biology Research Internship



Professor Lents introduced this course, which formalizes a capstone path for students who obtain internships at an external university or research institution. This is modeled after the existing internal internship course, where students develop a research proposal and write a literature review. The process of putting together a research project is the emphasis, rather than actually obtaining results from said project. Dean Sidman praised the clarity of the proposal in delegating the responsibility of supervising the internship; without that clarity, it can be difficult to find professors who can pick up the internship courses when the usual person is unavailable for whatever reason.

**A motion was made and seconded to approve the new course BIO 4XX (401). The motion was approved unanimously with 18 votes in favor.**

3. HON 1XX (115) Introduction to Justice Inquiry and Action Research (CO: Justice Core I)

Professor Crystal Endsley introduced this proposal, which teaches students about action research and walks students through putting together a research proposal. This course will be the first-year seminar option for students in the John Jay Honors program so is being added to the College Option of the Gen Ed Program. Students who enter the program at sophomore or junior levels will take the course as a program requirement. Two sections will be offered regularly.

**A motion was made and seconded to approve the new course HON 1XX (115). The motion was approved unanimously with 18 votes in favor.**

**ii. Course Mapping to Gen Ed Outcomes**

1. ICJ 101 Introduction to International Criminal Justice (FC: World Cultures)

Professor Veronica Michel explained that ICJ 101 serves as the foundation course for the ICJ major and already aligns well with the Flexible Core: World Cultures category in subject matter, so it made sense to bring the course fully into compliance with Gen Ed. Professor Alexa Capeloto recommended submitting additional material mentioned in the syllabus to the Pathways Committee to ensure passage.

**A motion was made and seconded to approve the mapping of ICJ 101 to the Gen Ed section Flexible Core: World Cultures and Global Issues. The motion was approved unanimously with 18 votes in favor.**

### **iii. Course Revisions**

#### **1. ENG 247 Creative Expression and Human Nature (already appd FC: Creative Exp)**

Professor Tim McCormack introduced this revision, which revises an already existing course from Gen Ed into the major. In the process, it has been revamped to include related subject matter, including digital media, journalism, writing and rhetoric, and creative writing. ENG 247 will be a required course in the revised English BA, which launches in Fall 2026.

**A motion was made and seconded to approve the revision to ENG 247. The motion was approved unanimously with 18 votes in favor.**

#### **2. BIO 101 Paced Modern Biology I-A**

Dean Killoran explained that one of the possibilities for registering this course—being a biology minor—is being reintroduced to the prerequisites in light of the Science Department’s process for approving new biology minors being a sufficient qualifier.

**A motion was made and seconded to approve the revision to BIO 101. The motion was approved unanimously with 18 votes in favor.**

#### **3. HON 377 Honors Experiential Learning Experience**

Dean Killoran and Professor Endsley explained that this revision will make this course repeatable up to three times for a maximum of twelve credits as long as the experience is different each time the student takes the course.

**A motion was made and seconded to approve the revision to HON 377. The motion was approved unanimously with 18 votes in favor.**

#### **4. ICJ 310 Foundations of Scholarship in International Criminal Justice**

Dean Killoran introduced this revision, which modifies the title of the course to make it clearer to students what the subject matter of the course is. Additionally, a prerequisite is being removed for being irrelevant to student preparedness and a barrier in the proper course sequencing in the program.

**A motion was made and seconded to approve the revision to ICJ 310. The motion was approved unanimously with 18 votes in favor.**

#### 5. SOC 203 Criminology

Professor Marisa Tramontano said that the course description for SOC 203 was too general and led to too much variation from offering to offering, so the description is being tightened up so that students know what to expect when they take the course. Dean Killoran noted that Assistant Dean Ferdinand would communicate these changes with our community college partners, as this course features prominently in our CUNY Justice Academy programs.

**A motion was made and seconded to approve the revision to SOC 203. The motion was approved unanimously with 18 votes in favor.**

#### 6. SOC 341 International Criminology

Professor Tramontano explained that this course, in the newly revised ICJ BA, will be a required course. The title and description are being updated to make clear that the course covers victimology as well as criminology.

**A motion was made and seconded to approve the revision to SOC 341. The motion was approved unanimously with 18 votes in favor.**

### C. Academic Standards

#### 1. Writing Across the Curriculum Guidelines

Professor McCormack reported on the changes made to the guidelines since the last round of comments from various committees. Changes include the addition of a glossary and references, as well as adjustments to the recommended word counts.

1 Professor Lozano Argüelles asked about how AI fits into the guidelines. Professor McCormack  
2 responded that AI is mentioned briefly but that it is too early to have anything more expansive  
3 because it remains to be seen what role AI will have in academia when the dust settles.  
4

5 There were several questions about plans for faculty development, to which Professor  
6 McCormack responded that there are plans to run teaching development workshops along the  
7 way, plus resources at the bottom of the guidelines and on the curriculum website. Dean  
8 Ferdinand hopes that faculty can come together in the future to share how these guidelines  
9 have been or will be implemented.  
10

11 **A motion was made and seconded to approve the Writing Across the Curriculum guidelines.**  
12 **The motion was approved unanimously with 18 votes in favor.**  
13

## 14 2. Revision of the Incomplete Grade (INC) Policy 15

16 Interim Dean Sidman explained that CUNY's policy regarding incomplete grades has been  
17 amended so that incomplete grades earned in a given semester must lapse into a FIN grade  
18 before the end of the following semester. This proposal brings John Jay's policy into alignment  
19 with CUNY's new policy. However, giving students until the last day of the subsequent semester  
20 to submit work is unrealistic because faculty need time to grade the late work. Therefore,  
21 Registrar Shavonne McKiever will include deadlines on the academic calendar before which  
22 students should submit late work.  
23

24 **A motion was made and seconded to approve the revision to the Incomplete Grade (INC)**  
25 **policy. The motion was approved unanimously with 18 votes in favor.**  
26

## 27 **V. Other Business—None** 28

29 The meeting concluded at 11:10 A.M.  
30

31 Submitted by,  
32 Alexander Bolesta, scribe

**John Jay College of Criminal Justice**  
**UNDERGRADUATE CURRICULUM AND ACADEMIC STANDARDS**  
**COMMITTEE**

**AGENDA**  
**May 16<sup>th</sup>, 2025**  
**9:45 A.M. – 12:00 P.M.**

Join Zoom Meeting  
<https://jjay-cuny.zoom.us/j/87463466925?pwd=W14HjRVFb1FkK6pWtLqi09aLNizhm1.1>  
Meeting ID: 874 6346 6925  
Passcode: 879379

1. ***Dean's Announcements*** – Interim Dean Andrew Sidman
2. ***Approval of the minutes of April 11<sup>th</sup>, 2025***
3. ***Old Business***
4. ***New Business***

**Program Review / Programs Subcommittee**

1. Self-Study for the BS in Toxicology

***General Education/Courses Subcommittee***

**New Courses**

1. HIS 2XX History of the Ancient Near East

**Course Revisions**

1. HIS 269 History of World Slavery (to 1650 CE)
2. HIS 281 Imperialism in Africa, South Asia, and the Middle East
3. PHI 202 Philosophical Visions of American Pluralism
4. SOC 201 Urban Sociology
5. SOC 314 Theories of Social Order
6. CSCI 379 Computer Networking

***General Education Updates:*** - Dean Wynne Ferdinand

***UCASC Meeting Calendar 2025-26***

**John Jay College of Criminal Justice**  
City University of New York  
Undergraduate Curriculum and Academic Standards Committee

**Minutes of May 16, 2025**

The Undergraduate Curriculum and Academic Standards Committee held a remote meeting May 16, 2025, at 9:45 A.M., on Zoom. Interim Dean Andrew Sidman called the meeting to order.

**Voting Members Present:** Alexa Capeloto, Roosbelinda Cardenas, Angelique Corthals, Crystal Endsley, Sergio Gallegos, Penny Geyer, Thomas Herndon, Kathy Killoran, Cristina Lozano Argüelles, Kelly McWilliams, Fatma Najar, Judy-Lynne Peters, Gohar Petrossian, Amada Santiago, Andrew Sidman, Shreya Subramani, Robert Till, Marisa Tramontano, Roberto Visani

**Voting Members Absent:** Anjalina Budhram, Jocelyn Castillo, Nina Rose Fischer, Sengkathirkumaran Kalamohan, Ma'at Lewis, Daniel Matos, Shavonne McKiever, Tracie Meyers, Dor Nave, Gregory Umbach

**Non-voting Attendees Present:** Cat Alves, Maggie Arismendi, Alexander Bolesta, Yaritma Cabral, Bettina Carbonell, Shu-Yuan Cheng, Virginia Diaz-Mendoza, Melissa Dolan, Suleima Ebrahim, Wynne Ferdinand, Jennifer Holst, Karen Kaplowitz, Lorena Laverde, Stacy Nardin, Patrizia Pelgrift, Dyanna Pooley, Karen Rambharose, Jennifer Rosati, Stephen Russell, Sumaya Villanueva

**I. Dean's Announcements—Interim Dean Andrew Sidman**

None.

**II. Approval of the minutes of April 11, 2025**

There was no discussion.

**A motion was made and seconded to approve the minutes of April 11, 2025. The minutes were approved unanimously with 16 votes in favor.**

**III. Old Business**

1 None.

2  
3 **IV. New Business**

4  
5 **A. Program Review / Programs Subcommittee**

6  
7 **i. Program Review**

8  
9 **1. Self-Study for the BS in Toxicology**

10  
11 Dean Katherine Killoran introduced Professor Shu-Yuan Cheng, who went over the self-study.  
12 This program was created in 2016 at a time when there were only a dozen or so Toxicology  
13 programs nation-wide. The program gives students a strong foundation in general sciences as  
14 well as in toxicology itself. The program has also been revised in response to students' post-  
15 graduation aspirations, e.g., bolstering the human anatomy and physiology sequence to align  
16 with medical school requirements. Meanwhile, enrollment has steadily increased since the  
17 program started, going from 14 students to nearly 70. Other metrics including graduation rate,  
18 assessment, and faculty levels are strong, suggesting good overall program health.

19  
20 Professor Jennifer Rosati, the Chair of the Science Department, commented that the toxicology  
21 program complements well the other programs in the science department. Students are  
22 becoming more aware of the program and so the expectation is that enrollment will grow  
23 exponentially over the next assessment period. Dean Killoran mentioned that there are plans to  
24 develop a toxicology minor over the next year, which will give students yet another option  
25 within the science department.

26  
27 Professor Stephen Russell asked about post-graduation outcomes, and also asked about how  
28 the department has reckoned with the rapidly expanding program when it comes to providing  
29 enough faculty and other resources to cover the increase in demand. Professor Cheng  
30 responded to the first question, saying that after graduation students have proceeded on to a  
31 variety of things such as graduate school, research, and pharmacy school. However, due to  
32 post-pandemic funding cuts still affecting many areas, some students do take longer than  
33 desired to find a path. Professor Angelique Corthals stressed the importance of faculty bridging  
34 the connection between industry contacts and students so that students can start developing a  
35 network prior to graduation.

Professor Rosati responded to the second question, saying that support comes from many sources. The forensic science major has matured and can thus help to support the up-and-coming toxicology program. Other resources coming from undergraduate research initiatives and programs like PRISM also help to supplement the budget.

**A motion was made and seconded to approve the self-study for the program Toxicology BS. The motion was approved unanimously with 16 votes in favor.**

## **B. General Education / Courses Subcommittee**

### **i. New Courses**

#### **1. HIS 2XX (249) History of the Ancient Near East**

Assistant Dean Wynne Ferdinand introduced this new course, which is a broad survey-type course that will replace the more warfare-specific and to-be-deactivated, HIS 252. Surviving evidence covering the transition of peoples from tribes up through empires will be discussed. The course content was changed enough that it was felt that a new course proposal was warranted instead of a course revision.

**A motion was made and seconded to approve the new course HIS 2XX (249). The motion was approved unanimously with 18 votes in favor.**

### **ii. Course Revisions**

- 1. HIS 269 History of World Slavery (to 1650 CE)**
- 2. HIS 281 Imperialism in Africa, South Asia, and the Middle East**

These revisions are part of a strategy that will allow different faculty with different areas of expertise to teach these courses using case studies relevant to their specialties. For example, this will allow Professor Matthew Perry, who specializes in slavery in ancient Greece and Rome, and Professor Stephen Russell, who specializes in 19<sup>th</sup>-century America, to teach the same "History of Slavery" course.

**A motion was made and seconded to consider the revisions to HIS 269 and HIS 281 as a slate. The motion was approved unanimously with 18 votes in favor.**



**A motion was made and seconded to approve the slate. The motion was approved unanimously with 18 votes in favor.**

3. PHI 202 Philosophical Visions of American Pluralism

Professor Sergio Gallegos explained that the title and description of this course were being simplified to make clear that concepts of pluralism throughout the Americas influence, and are influenced, by each other.

**A motion was made and seconded to approve the revision to PHI 202. The motion was approved unanimously with 17 votes in favor.**

4. SOC 201 Urban Sociology

Dean Killoran introduced this revision and said that it is a continuation of the sociology department's recent push to update the terminology of their course titles and descriptions.

**A motion was made and seconded to approve the revision to SOC 201. The motion was approved unanimously with 17 votes in favor.**

5. SOC 314 Theories of Social Order

This course is the main theory course taken by criminology majors, and this revision aims to further focus on criminological rather than more general sociological concepts to better prepare criminology students for their senior seminar course. Professor Marisa Tramontano further explained that the conclusion drawn from departmental discussions was that criminology students get a sufficient amount of sociological theory out of the intro courses, so it won't be detrimental to shift the focus of this course to be purely about criminology theory. The title of the course and course description are being revised to reflect the new focus of the course.

**A motion was made and seconded to approve the revision to SOC 314. The motion was approved unanimously with 18 votes in favor.**

6. CSCI 379 Computer Networking

1 Professor Jennifer Holst explained that students aren't quite coming in with the necessary  
2 understanding of the different numeric systems encountered in CSCI 379. By adding MAT 204  
3 Discrete Math as a prerequisite, students will be better prepared to engage with the material of  
4 this course.

5  
6 **A motion was made and seconded to approve the revision to CSCI 379. The motion was**  
7 **approved unanimously with 18 votes in favor.**

8  
9 **V. Other Business**

10  
11 **A. General Education Updates: - Dean Wynne Ferdinand**

12  
13 Dean Ferdinand reported that the Gen Ed Assessment Committee is finalizing round two of the  
14 writing assessment report, and has also started up a quantitative reasoning advisory group.  
15 There will be a series of seminars in June related to these initiatives. The first seminar will be  
16 dedicated to the development writing assignments for Flexible Core and Major Gateway  
17 courses that will then be piloted in the fall. The second seminar will be for the development of  
18 quantitative reasoning assignments. The final seminar will feature active learning assignment  
19 development as part of the Open Education Resources (OER) project. A proposed list of  
20 Quantitative Reasoning learning objectives developed by a faculty advisory group was  
21 shared. Wynne Ferdinand asked that UCASC representatives share the outcomes draft for  
22 feedback with their departments.

23  
24 **B. Other**

25  
26 Dean Killoran shared next year's tentative UCASC calendar. Interim Dean Sidman then thanked  
27 everyone for the year's work.

28  
29 The meeting concluded at 10:58 AM.

30  
31 Submitted by,  
32 Alexander Bolesta, scribe