

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

AGENDA
October 17th, 2025
9:45 A.M. – 12:00 P.M.

Join Zoom Meeting
<https://jjay-cuny.zoom.us/j/81967789619?pwd=PC74L3W9CAVxV0RbDtJ73uQQ1ygKub.1>
Meeting ID: 819 6778 9619
Passcode: 619811

1. ***Dean's Welcome and Announcements*** – Dean Andrew Sidman
 - a. **Introductions of Student Members:** Kamaya Benjamin, Francely Ravel, Matthew Wiesner
2. ***Approval of the minutes of September 5th, 2025***
3. ***Old Business*** - None
4. ***New Business***

Program Review / Programs Subcommittee

1. New Minor in Toxicology
2. Notice of Intent for a New Certificate in Correctional Leadership
3. Notice of Intent for a New Certificate in Criminal Justice Foundations

General Education/Courses Subcommittee

New Courses

1. CSCI 3XX (356) Artificial Intelligence Programming
2. SOC 2XX Quantitative Reasoning in the Social Sciences
3. SOC 2YY Alternatives to Incarceration

Course Revisions

1. TOX 336 Principles of Forensic Toxicology
2. TOX 401 Capstone Experience in Toxicology
3. SOC 343 Global Social Movements

General Education Assessment Report: Professors Ray Rosas and Sara Martucci

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

Minutes of September 5th, 2025

The Undergraduate Curriculum and Academic Standards Committee held a remote meeting September 5th, 2025, at 9:45 A.M., on Zoom. Dean Andrew Sidman called the meeting to order.

Voting Members Present: Joel Capellan, Bettina Carbonell, Roosbelinda Cardenas, Rocio Carranza Brito, Jocelyn Castillo, Angelique Corthals, James De Lorenzi, Sergio Gallegos, Penny Geyer, Katherine Killoran, Ma'at Lewis, Gerry Markowitz, Shavonne McKiever, Kelly McWilliams, Fatma Najar, Lisandro Perez, Judy-Lynne Peters, Andrew Sidman, Erin Thompson, Marisa Tramontano, Katie Zuber

Voting Members Absent: Theresa Booker, Virginia Diaz-Mendoza, Thomas Herndon, Daniel Matos

Non-voting Attendees Present: Cat Alves, Maggie (Malleidulid) Arismendi, Alexander Bolesta, Theresa Booker, Lorena del Pilar Laverde, Melissa Dolan, Wynne Ferdinand, Karen Kaplowitz, Stacy Nardin, Chrissy Pacheco, Patrizia Pelgrift, Dyanna Pooley, Karen Rambharose, Kate Szur, Sumaya Villanueva

I. Dean's Announcements—Dean Andrew Sidman

A. Introductions of members and staff

Dean Sidman began by relaying via a communication from Provost Allison Pease that 70% of classes including those at the graduate level are in-person, and the campus has seemed much livelier in general. The communication also outlined four goals for Academic Affairs this year: championing research; strengthening the foundational skills of our students; supporting faculty to teach and learn AI; and providing coordinated standards of care for our students. Dean Sidman ended his welcome with an expression of confidence going into this academic year.

Dean Sidman then invited each attendee to introduce themselves.

B. NYSED Approval of our Revision to the BA in English for Fall 2026 offering

1 Dean Kathy Killoran announced that the New York State Department of Education has approved
2 the substantial revision to the BA in English that was approved by the college last year. These
3 changes will go into effect for the 2026-2027 academic year.

4 5 **II. Approval of the minutes of May 16th, 2025**

6
7 Professor Gerald Markowitz noted that the areas of expertise given for Professors Stephen
8 Russell and Matthew Perry in the May minutes should be reversed. Aside from this correction
9 there was no discussion.

10
11 **A motion was made and seconded to approve the minutes of May 16th, 2025. The minutes**
12 **were approved unanimously with 20 votes in favor.**

13 14 **III. Elections**

15 16 **A. Faculty Vice Chairperson of UCASC**

17
18 Dean Sidman nominated Professor Judy-Lynne Peters to reprise her role as Faculty Vice
19 Chairperson of UCASC. The nomination was seconded. There was no further discussion.

20
21 **A motion was made and seconded elect Professor Judy-Lynne Peters to the role of Faculty**
22 **Vice Chairperson of UCASC. The motion was approved unanimously with 20 votes in favor.**

23 24 **B. Honors Advisory Committee – 2 members**

25
26 Dean Sidman shared the two nominees submitted by Honors Program Director Professor
27 Raymond Patton: Angelique Corthals of the Science Department and Jamie Longazel of the
28 Political Science Department. The nominations were seconded and there was no further
29 discussion.

30
31 **A motion was made and seconded elect Professors Angelique Corthals and Jamie Longazel to**
32 **the Honors Advisory Committee. The motion was approved unanimously with 20 votes in**
33 **favor.**

34 35 **IV. Old Business—None**

36 37 **V. New Business—None**

VI. Other Business

A. Subcommittees

Deans Sidman, Killoran, and Wynne Ferdinand described the UCASC subcommittee they each chair: the Academic Standards Subcommittee, the Programs Subcommittee, and the Courses and Gen Ed Subcommittee, respectively. These subcommittees already have the minimum required members, but anyone else who would like to join one of the groups can contact the Chair.

B. Academic Programs/Student Academic Engagement Strategic Plan – Dean Sidman

Dean Sidman shared a draft of the Office of Academic Programs' strategic plan, beginning with a vision statement. This vision statement originally came from the Vision for Undergraduate Student Success created by the former Undergraduate Studies department prior to the creation of the last strategic plan. It is a vision that applies to all students at the college. It challenges the college to be the premier Hispanic- and minority-serving institution, while attracting a vibrant and diverse student body, and providing that student body with an excellent justice-oriented education.

From this vision emerged four goals. First, we want to enhance the core educational experience for our students. Second, we want to foster inclusive and equitable learning environments. Third, we want to prepare students for postgraduate success, especially in the realm of emerging technologies. Finally, we want to provide organizational ability, transparency in our work, and foster continuous improvement.

After expanding on these goals, Dean Sidman remarked that this strategic plan is the result of many conversations with peers who, collectively, have been navigating the dramatic shifts caused by the pandemic and then the rise of AI use among students. The clarity expressed in the plan shows that we have regained a sense of direction that was lost during those shifts, and we can now proceed with renewed focus.

C. General Education Update - Wynne Ferdinand

D. Faculty Opportunities: Open Educational Resources (OER) and Learning in Practice Initiatives –Wynne Ferdinand

1 Dean Ferdinand shared news about Gen Ed as well as information about various initiatives that
2 interested members can get involved with. The Gen Ed Assessment Committee (GEAC) has seen
3 most members return for a second or third consecutive year, resulting in a stronger community
4 of practice around the conducting of Gen Ed assessment. There is also one student member of
5 the committee, offering a perspective from the student side of Gen Ed. The goal is to recruit
6 more student members; these positions also allow for compensation via work-study for eligible
7 students.

8
9 Faculty Seminars are underway that aim to develop writing assignments and quantitative
10 reasoning assignments in gen ed courses. For example, over the summer a group of three
11 Economics professors designed a writing assignment that will now be piloted in three ECO 101
12 sections this year. The collection of student work and final assignments in writing and QR is
13 ongoing and the Gen Ed Assessment Committee will be analyzing that work in January.

14
15 Quantitative reasoning work is still in the development phase, with a list of objectives
16 continuing to be refined after a draft was presented to UCASC last year. This refined list will be
17 brought back this year for additional comments. A report on the assessment of writing
18 assignments will be presented in October, and the hope is that a combined report on writing
19 and QR assessment results will be presented in the Spring.

20
21 Additionally, a Gen Ed five-year assessment plan is under development and will be presented by
22 the Gen Ed Subcommittee and the GEAC. This will include a plan for the conduction of a Gen Ed
23 self-study.

24
25 In the curriculum development realm, there are several projects ongoing. First, support
26 continues for a group of faculty who are creating online course shells for Gen Ed courses.
27 Previous iterations of course shells were not widely adopted, so a main goal will be to produce
28 something that professors will actually want to use.

29
30 Second, an advisory group will be formed with the aim of designing assignments that help
31 students build foundational skills such as writing, analysis, and quantitative reasoning. The hope
32 is that assignments will be designed at the individual course level.

33
34 Third, funding from CUNY libraries is continuing to support Open Educational Resources (OER)
35 and academic support initiatives. One big project is the design of supplemental learning
36 materials that may be used in places like the Modern Language Center and the Science
37 Resource Center. Another is the development of additional Zero Textbook Cost courses.

1 Lastly, the Learning in Practice project will support student retention and student access to
2 internships and other experiential learning opportunities.

3
4 Dean Sidman thanked Dean Ferdinand and let everyone know that Academic Programs will be
5 reaching out frequently to try to get as many faculty involved in these efforts as possible. He
6 also asked that anyone planning curricular changes this year contact him so that a general
7 timetable for upcoming meetings could be developed.

8
9 The meeting concluded at 10:48 A.M.

10
11 Submitted by,

12 Alexander Bolesta, scribe

John Jay College of Criminal Justice
The City University of New York
Office of Academic Programs

New Minor*, Certificate or Advanced Certificate Proposal Form

1. **Department(s) or Programs proposing this new program:** Sciences
2. **Name of minor, certificate, or advanced certificate:** Toxicology Minor
3. **Credits required** (minors must consist of 18-21 credits): 20-21 credits
4. **Description of program as it will appear in the *College Bulletins*** (write in full sentences) and NYSED forms if needed:

The Toxicology minor provides undergraduate students with a comprehensive understanding of how natural and synthetic toxicants adversely affect biological systems by disrupting normal physiological, cellular, molecular, and biochemical functions. Key areas of focus include, but are not limited to, the mechanisms of chemically induced toxicity, the environmental fate and physiological effects of chemicals, the assessment of chemical hazards and risks, and the toxicology and regulation of pharmaceutical drugs.

5. **Statement of learning outcomes** (what knowledge and/or skills should all students have acquired upon completion of the program? We suggest not more than 5, in assessable language):

Students will be able to:

(Reasoning)

- Correctly draw evidence-based conclusions from scientific literature and data, applying creativity in problem-solving.
- Critically analyze scientific theories, experiments, and contemporary toxicological issues.

(Knowledge)

- Demonstrate understanding of toxicological principles and the societal role of toxicology in risk analysis and communication.
- Explain the development of biological effects within environmental and public health contexts.

(Practical Skills)

- Apply broad scientific and toxicological concepts to analyze real-world exposures
- Evaluate ethical, well-designed toxicological experiments based on appropriate methods and quality assurance practices.

(Communication)

- Communicate scientific ideas and findings effectively in both oral and written formats.
- Present evidence-based arguments and critically engage with scientific literature.

6. **Rationale/justification for the program** (why is this program important to include in the College's curriculum? What benefits do students derive from taking this program? Please identify a paragraph of the rationale to go into the Bulletin for a student audience):

The Toxicology minor provides students with a strong foundation in biological and toxicological sciences, preparing them to understand how chemicals and environmental factors affect living systems. Through classroom learning and critical analysis of scientific literature, students build skills in scientific reasoning, communication, and problem-solving. This interdisciplinary training equips students with practical and analytical tools essential for addressing real-world challenges in public health, environmental science, pharmaceuticals, forensics and biomedical research. Graduates of the Toxicology minor will be well-prepared for careers in healthcare, research, regulatory agencies, and industry. The minor also supports entry in to graduate programs. It broadens scientific skills and strengthens a resume for both industry and academic paths.

The intended audience for this minor will be students who have completed their first year of biology and chemistry courses: BIO 101 + BIO 102 (or BIO 103), BIO 104 and CHE 101 + CHE 102 (or CHE 103), CHE 104.

7. **Curriculum: List of courses constituting the program with required pre-requisites** (Indicate the core requirements, capstone course, etc):

Please note: New courses developed for new programs must be approved prior to (or concurrent with) the submission of the proposal for the minor. New courses will be subject to the usual approval process.

Required (14-15 credits)

CHE 201 Organic Chemistry I (4 cr.)

CHE 202 Organic Chemistry II (4 cr.)

BIO 355 Human Physiology (3 cr.) OR BIO 375 Human Anatomy and Physiology I (4 cr.)

TOX 313 Toxicology of Environmental and Industrial Agents (3 cr.)

Electives (6-7 credits) Select 2 courses

TOX 336 Principles of Forensic Toxicology (3 cr.)

TOX 338 Cellular and Molecular Toxicology (4 cr.)

TOX 340 Clinical Toxicology (3 cr.)

8. **Administration of the program:**

- a. **Name, location, phone number, and email address of the program coordinator/advisor** (to be used in college publications):

Shu-Yuan Cheng
05.61.09NB
646-557-4637
shcheng@jjay.cuny.edu

- b. **Requirements for admission and/or completion of the program if any** (i.e. GPA, course grades, deadlines, etc.):

Admissions. Students must have completed the first year of biology and chemistry to be admitted to the minor. Admission is by permission of the Minor Coordinator.

Completion requirements: A maximum of two courses can overlap with a student's major, other minors or programs. Students must complete 50% of the minor in residency at John Jay College.

- c. **Please describe the governance structure for the new program:**

The Toxicology minor will be offered by the Department of Sciences.

9. **Statement on expected enrollment and resources required:**

The new Toxicology minor is likely to be popular with students majoring in Forensic Science (FOS), Cell and Molecular Biology (CMB), and those planning to go on to medical, pharmacy, or public health programs. Based on current interest in these areas, we expect about 10–15 students to enroll in the minor each year. The program will use existing courses and lab spaces within the department, so it won't require many new resources.

10. **Evaluate the library resources available to support this program** (paragraph form, please include the names of specific resources as appropriate)

The Sealy Library provides access to the Scopus, Forensic netBASE, General Science Full Text, PubChem and Academic Search Complete databases and access to numerous full-text science journals including the American Chemical Society journals. Ebook collections are also available. These resources should be robust enough to support this new minor. Interlibrary loan services are also available.

Identify new library resources that are needed (provide bibliography):

Since we offer a BS in Toxicology already, no new library resources are needed.

11. Evaluate the facilities, computer labs, or other resources needed to support this program:

All courses required for the minor are already offered by the department, and no significant additional resources are needed. However, a one-course release time per year will be requested to support the responsibilities of the minor coordinator.

12. Summarize consultations with other departments that may be affected:

No other departments will be affected by this minor.

13. Name(s) of the Chairperson(s), Program Director, or Governance Committee:

Dr. Jennifer Rosati (Chair)

Provide the meeting date at which the departmental or program curriculum committee has approved this proposal.

Meeting date: May 2025

Date submitted: 09/04/2025

Toxicology Minor

Description. The Toxicology minor provides undergraduate students with a comprehensive understanding of how natural and synthetic toxicants adversely affect biological systems by disrupting normal physiological, cellular, molecular, and biochemical functions. Key areas of focus include, but are not limited to, the mechanisms of chemically induced toxicity, the environmental fate and physiological effects of chemicals, the assessment of chemical hazards and risks, and the toxicology and regulation of pharmaceutical drugs.

Rationale. The Toxicology minor provides students with a strong foundation in biological and toxicological sciences, preparing them to understand how chemicals and environmental factors affect living systems. Through classroom learning and critical analysis of scientific literature, students build skills in scientific reasoning, communication, and problem-solving. This interdisciplinary training equips students with practical and analytical tools essential for addressing real-world challenges in public health, environmental science, and biomedical research. Graduates of the Toxicology minor will be well-prepared for careers in healthcare, research, regulatory agencies, and industry.

Credits required. 20-21

Learning outcomes. Students will:

(Reasoning)

- Correctly draw evidence-based conclusions from scientific literature and data, applying creativity in problem-solving.
- Critically analyze scientific theories, experiments, and contemporary toxicological issues.

(Knowledge)

- Demonstrate understanding of toxicological principles and the societal role of toxicology in risk analysis and communication.
- Explain the development of biological effects within environmental and public health contexts.

(Practical Skills)

- Apply broad scientific and toxicological concepts to analyze real-world exposures
- Evaluate ethical, well-designed toxicological experiments based on appropriate methods and quality assurance practices.

(Communication)

- Communicate scientific ideas and findings effectively in both oral and written formats.
- Present evidence-based arguments and critically engage with scientific literature.

Declaring the minor. This minor is intended for students who have completed the first year of biology and chemistry [BIO 101 + BIO 102 (or BIO 103), BIO 104 and CHE 101 + CHE 102 (or CHE 103), CHE 104]. See the minor coordinator for permission to declare the Toxicology Minor.

Minor coordinator: Prof. Shu-Yuan (Demi) Cheng, Department of Sciences
(shcheng@jjay.cuny.edu)

Requirements. This minor consists of 20-21 credits. All students take four required courses with a choice of two electives. A maximum of two courses can overlap with a student's major, other minors or programs. At least 50% of the minor must be taken in residency at John Jay College.

PART ONE. Required Courses

(Subtotal: 14-15 credits)

CHE 201 Organic Chemistry I (4 cr.)

CHE 202 Organic Chemistry II (4 cr.)

BIO 355 Human Physiology (3 cr.)

OR

BIO 375 Human Anatomy and Physiology I (4 cr.)

TOX 313 Toxicology of Environmental and Industrial Agents (3 cr.)

PART TWO. Electives

(Subtotal: 6-7 credits)

Select 2 courses

TOX 336 Principles of Forensic Toxicology (3 cr.)

TOX 338 Cellular and Molecular Toxicology (4 cr.)

TOX 340 Clinical Toxicology (3 cr.)

TOTAL CREDITS: 20-21

NOTICE OF INTENT FORM FOR ALL GRADUATE AND UNDERGRADUATE PROPOSED ACADEMIC DEGREE PROGRAMS

Name of Institution:

John Jay College of Criminal Justice

Contact Person:Katherine Killoran,
Associate Dean of Academic
Programs
kkilloran@jjay.cuny.edu**Proposed Program Title:****Proposed Program Award****Date:****Correctional Leadership**

Certificate-12cr.

9/18/2025

Will this program be delivered in cohorts using an executive format?☒ YES☐ NO**Number of credits: 12****Will this program follow the traditional semester/summer schedule?**☒ YES☐ NO**If no, explain:****If a graduate program, is this a: (check all that apply) – N/A**☐ Classroom program? ☐ Hybrid program? ☐ Fully on-line program?**Please include the following items in an executive summary of the program, which you may use as the executive summary of the full program proposal.**

- Brief description of the program's curriculum, including course title, number of credits and culminating experience.
- Brief description of students' expected outcomes after completing the program including employment titles, salaries and/or doctoral opportunities.
- Brief description of the potential market for the program.
- College's existing and needed resources to deliver the program.

By signing this form, the proposing CAO certifies that (check one)

- ☒ I confirm that we have completed a review of the CUNY Academic Program Inventory and have found no existing program similar to this proposed program.
- ☐ I confirm that we have completed a review of the CUNY Academic Program Inventory and have found the following program(s) similar in content but believe that there is significant enough demand for an additional program or significant enough difference in focus to justify advancing our proposal.

Name of Institution(s) and Program(s): N/A

Evidence of demand for a second program: N/A

Articulation of difference in focus: N/A

- ☐ I confirm that we have completed a review of the CUNY Academic Program Inventory and have found the following program(s) to be substantially similar to what we are proposing and have conferred with our colleagues from the relevant CUNY institution(s) and the central Office of Academic Affairs.

Name of Institution(s) and Program(s):

N/A

Provost Name: *Allison Pease*, Provost and Senior Vice President of Academic Affairs

Allison Pease

Provost Signature

Background

Since its inception, the partnership between John Jay College of Criminal Justice (JJAY) and the New York City Department of Correction (NYC DOC) has reflected a shared commitment to advancing professional excellence and education in the field of corrections. Through two key initiatives - the Advanced Certificate in Correction Management (ACCM) and the Cadet Empowerment, Education, Development for Success (CEEDS) program – this partnership provides targeted opportunities for current DOC supervisors and aspiring correction officers.

ACCM is a graduate-level program that provides DOC supervisors with the opportunity to deepen their knowledge of correctional theory, leadership, policy, and management practices. The CEEDS Program, tailored for undergraduate students at JJAY, introduces participants to careers in corrections and public safety through a combination of academic enrichment, professional development, and hands-on learning experiences.

Ongoing planning and communication with the agency identified an additional need: leadership development opportunities for current NYC DOC employees, many of whom have little or no college credit, but a strong interest in earning a bachelor's degree.

Proposed Certificate Description

The Undergraduate Certificate in Correctional Leadership (UCCL) at John Jay College is a 12-credit program tailored for NYC DOC employees who have some college credits but no undergraduate degree. Through coursework, workshops, and cohort-based projects, the program develops leadership, ethical decision-making, and conflict resolution skills to meet the complex challenges of a career in correction. UCCL will provide a clear and accessible pathway for correction officers to continue their education and ultimately earn a Bachelor of Science in Criminal Justice here at John Jay.

The certificate is designed to align with the colleges Advanced Certificate in Correction Management program. This alignment establishes a clear training pathway that supports DOC officers at every stage of their careers, from correction officer to senior leader. By emphasizing uniform training goals and promotion opportunities, the program ensures consistent skill development and leadership readiness for DOC employees.

Course Sequence/Curriculum

The proposed curriculum consists of four courses designed to build foundational and advanced leadership skills.

Year 1: Foundations of Leadership

1. Leadership and Communication

o CSL 220: Leadership Skills

Covers effective leadership techniques, including conflict resolution, meeting facilitation, and addressing racial, ethnic, and gender dynamics in leadership roles. Students develop interpersonal skills through experiential learning activities and video-based self-assessments.

2. Leadership in Context

o HUM 214: Humanities in Action

Focuses on the connections between justice issues and the humanities, providing students with professional frameworks to address real-world challenges. Participants collaborate with faculty to explore and apply scholarly frameworks for trends and issues in corrections and create educational portfolios to showcase their skills and experiences (Optional Prior Learning Assessment).

Year 2: Advanced Leadership and Application**3. Understanding and Managing Conflict****o SOC 206: The Sociology of Conflict and Dispute Resolution**

Examines the causes of disputes and explores peaceful resolution methods such as mediation and arbitration, with a focus on corrections settings.

4. Ethical Decision-Making (Integrity)**o PAD 318: Decisions in Crises**

Uses case studies to explore decision-making in crises, emphasizing ethical considerations and the role of strategic leadership in addressing complex challenges.

Brief description of students' expected outcomes after completing the program including employment titles, salaries and/or doctoral opportunities.

The Undergraduate Certificate in Correctional Leadership Program is designed to support career advancement for DOC employees by:

- Providing academic credentials that count toward a Bachelor's degree at John Jay College.
- Offering training in leadership and communication skills critical for promotion to supervisory and management roles.
- Aligning with NYC DOC's goals to retain, develop, and promote mid-career professionals.
- Utilize research and data-driven practices to inform ethical decision-making, correctional policies, and leadership strategies.
- Implement inclusive leadership approaches, fostering a trauma-informed, culturally competent correctional environment that promotes equity, staff retention and well-being.

Post-certificate and bachelor's degree completion, students are encouraged to pursue the **Graduate Certificate (Advance Certificate in Correction Management)**, which focuses on advanced leadership strategies, organizational policy development, and strategic decision-making. This pathway equips NYC DOC employees to take on senior leadership roles, contributing to the overall effectiveness of the department.

Brief description of the potential market for the program.**Target Group:**

- Active-duty NYC DOC officers (including entry-level and mid-level staff)
- Officers seeking future promotional qualifications (e.g., from Officer to Captain, Assistant Deputy Warden, etc.)

Marketing efforts will focus on direct outreach through the NYC DOC collaboration here at John Jay utilizing the college's liaison to reach prospective students. The

marketing strategy will focus on digital promotion, information sessions, and targeted email campaigns. These efforts will support the enrollment goals of 25 students per cycle, while positioning the program as a practical, respected pathway for professional growth within the NYC DOC.

College's existing and needed resources to deliver the program.

The College is well-positioned to deliver the Undergraduate Certificate in Correctional Leadership by leveraging its existing academic infrastructure, faculty expertise, and support services. The academic departments here at the college currently offers a range of courses that align with the proposed certificate, including topics in ethics, leadership, corrections, and public administration. Faculty members with direct experience in law enforcement, corrections, and public safety are already part of the instructional team and can contribute to course development and delivery.

Existing support systems—including academic advising, tutoring, and career services—are in place and can be extended to certificate students. The College also has the technological infrastructure necessary to offer flexible learning formats, including online and hybrid instruction, which is critical for accommodating the work schedules of correctional officers.

To fully launch and sustain the program, the College will utilize additional resources such as:

- **Adjunct faculty** with specialized experience in correctional leadership or NYC DOC practices
- **Professional development** to ensure alignment with correctional training standards and current practices

With these enhancements, the College can successfully deliver a high-quality, workforce-aligned certificate program that meets the leadership development needs of NYC Department of Correction personnel.

NOTICE OF INTENT FORM FOR ALL GRADUATE AND UNDERGRADUATE PROPOSED ACADEMIC DEGREE PROGRAMS

Name of Institution:

John Jay College of Criminal Justice
Borough of Manhattan Community
College
Bronx Community College
Hostos Community College
Kingsborough Community College
LaGuardia Community College

Contact Person:

Katherine Killoran, Associate
Dean of Academic Programs
kkilloran@jjay.cuny.edu

Wynne Ferdinand, Assistant
Dean for Educational
Partnerships and General
Education
wferdinand@jjay.cuny.edu

Proposed Program Title:**Proposed Program Award****Date:**

Criminal Justice Foundations

Certificate – 24 cr.

9/4/2025

Will this program be delivered in cohorts using an executive format?

☒ YES

☒ NO

Number of credits: 24

Will this program follow the traditional semester/summer schedule?

☒ YES

☐ NO

If no, explain:

If a graduate program, is this a: (check all that apply): N/A

☐ Classroom program? ☐ Hybrid program? ☐ Fully on-line program?

Please include the following items in an executive summary of the program, which you may use as the executive summary of the full program proposal.

Background and Rationale

Revised NYC Police Academy Entrance Requirements

In spring 2025, the New York City Police Department revised standards for academy applicants to meet their hiring needs. College credit requirements for academy entrance were reduced from a total of 60 cr. to 24 cr., and the minimum age for entry was lowered to 20.5. While 60-credit CUNY Criminal Justice associate degree programs, or completion of 60 credits in bachelor's degree programs previously served as a credential for entry to the academy, students can now qualify with fewer earned credits.

This proposed certificate is a direct response to revised entry requirements. In addition, John Jay incorporated input from the Chairperson of our Law and Police Science Department, who served as Assistant Commissioner NYPD's Office of Professional Development during the 2024-2024 academic

year in the design of this program. This certificate preserves an opportunity for students to develop foundational skills and knowledge in preparation for law enforcement training and further education.

CUNY Justice Academy

The CUNY Justice Academy (CJA) is a partnership between John Jay College and the seven CUNY Community colleges that supports seamless transitions from associate to baccalaureate degree, into graduate school and the workplace, thereby increasing social mobility and equitable outcomes for CUNY students. Students enrolling in nine different associate degree programs benefit from dual admissions articulation agreements that align curriculum between associate and bachelor's degree programs. CJA Criminal Justice programs are registered dual degree programs with the state of New York and are the largest enrolled programs for criminal justice degree seeking students in the city of New York: in fall 2024, nearly 7000 students were enrolled in undergraduate Criminal Justice programs that are part of CJA. In summer 2025, John Jay College convened provosts, deans and faculty leaders of Criminal Justice programs in CJA to develop a group response to the new NYPD entrance requirements. The group discussed the enroute certificate program model as an approach to preserve Criminal Justice student learning experiences, provide an opportunity for degree completion before or after academy training, and address NYPD's interest in increasing the number of recruits in coming years.

Proposed Certificate Description

The Criminal Justice Foundations Certificate is a series of eight courses (24 credits) that offers aspiring NYPD academy cadets a grounding in the ethical considerations, communication practices, and social and political theory underpinning the field of criminal justice. Students will be able to complete the certificate enroute to their registered associate or bachelor's degree program of study: they will not be required to register in a separate certificate program, unless the college offering the program chooses to offer a stand-alone certificate. While the NYPD police academy does not require any specific postsecondary coursework to satisfy academy entrance requirements, the coordinated certificate curriculum will ensure students develop an understanding of the American criminal justice system and develop the complex communication and reasoning skills required for effective policing practices. Completion of this certificate not only qualifies students to enter the NYPD academy but puts them on a path to earn their associate and bachelor's degrees.

All credits students earn in the certificate will be transferable within the university system, as the coursework mirrors the existing, well-articulated program of study for criminal justice programs. Students will benefit from the design of degree maps that include models for completing the certificate, accessing training and employment in policing, and subsequent completion of associate and bachelor's degrees. Thus, the certificate provides CUNY with an opportunity to strengthen the criminal justice career ladder and more fully align program offerings to students' academic and professional aspirations.

Brief description of the program's curriculum, including course title, number of credits and culminating experience.

The Criminal Justice and Law Enforcement Preparatory certificate develops students' critical communication and quantitative reasoning skills in the context of foundational disciplinary knowledge in Criminal Justice. Students learn about government and social organization while exploring the history and mechanisms of the criminal justice system. Scaffolded writing and quantitative reasoning courses and general education coursework in sociology and political science prepare students for 100- and 200-level criminal justice coursework. Students will satisfy 12-15 credits of CUNY Pathways general education requirements and between 3 and 12 credits of criminal justice program requirements.

To register the certificate programs with NYSED, each participating college will complete local and state governance processes. **The proposed curriculum will vary by campus to reflect local goals and courses offered in criminal justice programs. Students will complete a combination of General Education and Criminal Justice foundational coursework that is determined by faculty and approved through local campus governance.**

The following reflects the coursework proposed for the certificate offered at John Jay College:

Part One: Foundational Courses

(Subtotal: 18 credits)

Gen Ed Required Core: English Composition I: ENG 101	3
Gen Ed Required Core: English Composition II: ENG 201	3
Gen Ed Required Core: Mathematics and Quantitative Reasoning	3
Select one: POL 101 American Government & Politics (US Exp) OR SOC 101 Introduction to Sociology (Ind & Soc)	3
Gen Ed Flexible Core or College Option: Communications	3
CJBS 101 Introduction to the American Criminal Justice System	3

Part Two: Criminal Justice Core Courses

(Subtotal: 6 credits)

Select Two Courses:

SOC 203: Criminology CJBS 2XX: Criminal Justice Ethics (under development AY 25-26) PSC 202 Police and Diversity (or other Diversity area 200-level course)	6
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Total Credits: 24 cr.

Brief description of students’ expected outcomes after completing the program including employment titles, salaries and/or doctoral opportunities.

Criminal justice occupations are expected to continue to grow at a rate of 4% over the next few years. Students who complete the certificate program will earn 24 college credits and be prepared to pursue training and careers as police officers, with an average starting salary of \$60,884, according to the NYPD, or in other related occupations with similar median salaries, such as: corrections officer, firefighter, emergency management specialist, or private security. In addition to preparing for entrance to the police academy, students will complete credits to satisfy associate and bachelor’s degree requirements in CUNY Criminal Justice programs. Coursework will develop students’ communication, writing, and analytical reasoning skills while introducing some of the theories underpinning criminal justice. Students who complete the certificate program will be better prepared to engage with New York City’s varied population safely and effectively.

- **Brief description of the potential market for the program.**

The City of New York plans to add 5000 new recruits over the next few years to the NYPD. The City University of New York is a major access point for students seeking to apply to the NYPD academy. The target audience for the certificate program includes the nearly 7000 students enrolled in associate and bachelor’s degree Criminal Justice programs as of fall 2024, as well as students from outside New York City who are interested in law enforcement careers. By designing an enroute certificate for Criminal Justice students, CUNY will not only provide a structured academic grounding in criminal justice and law enforcement but also build a foundation of academic credit that will facilitate career advancement and promotion for students by providing access to associate and bachelor’s degree completion options.

College’s existing and needed resources to deliver the program.

The certificate program will be offered using the same resources for existing General Education and Criminal Justice program courses at the colleges.

By signing this form the proposing CAO certifies that (check one):

- ☒ I confirm that we have completed a review of the CUNY Academic Program Inventory and have found no existing program similar to this proposed program.
- ☒ I confirm that we have completed a review of the CUNY Academic Program Inventory and have found the following program(s) similar in content but believe that there is significant enough demand for an additional program or significant enough difference in focus to justify advancing our proposal.

Name of Institution(s) and Program(s):

Borough of Manhattan Community College, Criminal Justice
LaGuardia Community College, Criminal Justice
Bronx Community College, Criminal Justice
Hostos Community College, Criminal Justice
Kingsborough Community College, Criminal Justice
John Jay College of Criminal Justice

Evidence of demand for this certificate program:

This is a partnership with the 6 community colleges that offer a CJ AA/AS degree; we are working together to maintain consistency across the associate and baccalaureate transfer pathway in Criminal Justice and in response to changing requirements for entry into the NYPD.

Please note: Queensborough Community College will submit their own proposal for this certificate since their curriculum will differ from what is proposed here. They have participated in discussions and will continue to work as a valued partner in the CJA Criminal Justice programs.

Articulation of difference in focus:

- ☒ I confirm that we have completed a review of the CUNY Academic Program Inventory and have found the following program(s) to be substantially similar to what we are proposing and have conferred with our colleagues from the relevant CUNY institution(s) and the central Office of Academic Affairs.

Name of Institution(s) and Program(s):

John Jay College has NYSED-registered dual degree programs with the community colleges identified above.

Dr. Allison Pease, Provost and Senior Vice President for Academic Affairs

Allison Pease

Dr. Liesl B. Jones, Borough of Manhattan Community College

Provost Signature

Dr. Luis Montengro, Bronx Community College

Provost Signature

Dr. Shiang-Kwei Wang, Hostos Community College

Provost Signature

Dr. Sharon Warren Cook, Kingsborough Community College

Provost Signature

Dr. Billie Gastic Rosado, LaGuardia Community College

Provost Signature

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

New Course Proposal Form

Date Submitted: May 13, 2025

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

1. a. **Department(s) or program(s)** proposing this course: Mathematics & Computer Science

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

Name: Fatma Najar

Email address(es) fnajar@jjay.cuny.edu

Phone number(s) 2124841177

2. a. **Title of the course: Artificial Intelligence Programming**

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

c. **Level** of this course: 100 Level 200 Level x_300 Level 400 Level Grad

Please provide a brief rationale for why the course is at the level (not required for Graduate courses):

Students should have prior advanced programming language skills to could take this course. If students are enrolled in applied mathematics, they should have taken the CSCI 172 course (Introduction to data analysis) and if they are enrolled in computer science major, they should have prior knowledge on programming as the course will include programming machine learning algorithms which necessitates prior information on how to build an algorithm, how to store a database in different data structures, and how to code.

Students should have prior knowledge on algorithms for computer science major and data analysis for data science major.

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

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

Artificial Intelligence (AI) is increasingly being integrated into various industries, making it essential for future computer science and data science students to master AI concepts. As the field evolves rapidly, understanding the fundamentals of AI will help students adapt to future technological advancements. Learning AI algorithms will enhance problem-solving abilities and foster creativity in addressing real-world challenges.

It is also important for students to be aware of the risks and ethical issues related to data privacy, bias, and responsible AI development. This course introduces the fundamentals of AI using Python, including practical applications in real-world scenarios with ethical considerations.

Currently, we offer CSCI 376 Artificial Intelligence as an elective course; however, this course is outdated and primarily covers logical agents, intelligent agents, and first-order logic, focusing more on logical reasoning than on practical AI applications.

We also offer CSCI 358 Machine Learning, and this course is focusing on machine learning models where students study supervised learning and learn topics such as overfitting, linear models, validation, and standard algorithms which is different to the new offered course that will offer the general understanding of AI which includes all the subtopics of AI (ML, DL, NLP, etc).

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

This course provides an introduction to the field of Artificial Intelligence (AI). It will cover the core principles for AI approaches such as machine learning (classification, regression, clustering models), deep learning (CNN, RNN), and natural language processing (embedding, LLM). Students will implement the above-mentioned AI approaches by examining different case studies using Python programming. This course will also recognize ethical concerns and other risk factors of using artificial intelligence. This course makes use of the python programming language.

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

ENG 201; and CSCI 172 Introduction to Data Analysis or CSCI 272 Object-Oriented Programming

6. Number of:
 - a. Class hours ___3__
 - b. Lab hours ___
 - c. Credits ___3__

7. Has this course been taught on an **experimental basis**?
☒ No ☐ Yes. If yes, then please provide:
 a. Semester(s) and year(s):
 b. Teacher(s):
 c. Enrollment(s):
 d. Prerequisites(s):
8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

At the end of this course, students will:

1. Understand a variety of AI algorithms that use Python, such as: machine learning, including classification, regression, and clustering models, deep learning (CNN, RNN), and natural language processing (embedding, LLM).
 2. Apply different Python libraries necessary for AI, such as: Tensorflow and Keras.
 3. Create AI models using the necessary libraries for deep learning and machine learning.
 4. Evaluate different machine learning models in various applications.
 5. Analyze ethical and privacy issues related to the use of AI.
9. Will this course be part of any **major(s), minor(s) or program(s) or graduate program(s)**?

☐ No ☒ Yes

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

Applied Math Major - Part Four. Electives

Computer Science and Information Security Major - Part Three. Electives. Category A. Computer Science electives.

Computer Science Minor – Part Two. Electives

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

No ☒ Yes ☐ If yes, please indicate the area:

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

The students will have HomeWorks (Python exercises, quizzes, in-class exercises), 3 Mini-projects on machine learning, deep learning, and natural language processing, and midterm exam. For each project, they are expected to solve a problem using these three types of AI algorithms (ML, DL, NLP) through Python code and explain their work with accompanying prose. The performance of students will be evaluated by grading each activity based on correctness, communication, programming efficiency, and other factors. A comprehensive grading criterion will be provided to students in the syllabus (see page 9 of this proposal).

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

Yes _____ No ☒ _____

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

Yes _____ No ☒ _____

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

(Please check all that apply):

- OneSearch (the library discovery tool) ☒ _____
- Ebooks _____

Subject specific library databases:

Academic Search Complete _____ Gale Reference Sources _____

NexisUni _____ PsycInfo _____

Criminal Justice Abstracts _____ Sociological Abstracts _____

Other (list them here) _____

- Is there an existing library Research Guide to support your class?

Yes _____ No ☒ _____

13. **Syllabus – see below**

14. Date of **Department or Program Curriculum Committee** approval: May 13, 2025

15. **Faculty** - Who will be assigned to teach this course? Fatma Najar

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

☒ No

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

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

☒ Not applicable

☐ No

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

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

☐ No

☒ Yes. If yes, number and name of course(s) to be withdrawn. CSCI 376

19. Approvals: Shweta Jain, Chairperson, Department of Math and Computer Science

Syllabus

	CSCI 3XX (356): Artificial Intelligence programming
Professor	Course Description
Fatma Najar	This course provides an introduction to the field of Artificial Intelligence (AI). It will cover the core principles for AI approaches such as machine learning (classification, regression, clustering models), deep learning (CNN, RNN), and natural language processing (embedding, LLM). Students will implement the above-mentioned AI approaches by examining different case studies using Python programming. This course will also recognize ethical concerns and other risk factors of using artificial intelligence. This course makes use of the python programming language.
Professor's department	
Mathematics & Computer science	
Email	
fnajar@jjay.cuny.edu	
Phone	Americans with Disabilities Act (ADA) – CUNY Accommodations Policy
212-484-1177	I am committed to creating a course that is inclusive in its design. Students who need an accommodation due to a disability are encouraged to contact the Office of Accessibility Services (OAS) within the first week of class or as soon as possible thereafter. Requests for Accommodations can only be approved by the OAS. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else. All OAS approved accommodations will be honored and implemented in my course. Contact OAS: L.66 New Building; Phone: 212.237.8031; Email: accessibilityservices@jjay.cuny.edu.
Office Location	
6.63.35 NB	
Office Hours	
	Course Meeting Schedule, Format and Organization
	Class meetings schedule, <i>location, modality</i> <u>COURSE PREREQUISITE:</u> CSCI 172 or CSCI 272.
	Required Texts and Course Materials
	Machine Learning with Zylabs, cost of the book: \$64. https://www.zybooks.com/machine-learning-with-zylabs/
	<u>TEXTBOOK (Optional):</u> Introduction to Machine Learning with Python by Andreas C. Müller & Sarah Guido. AI and Machine Learning for Coders by Laurence Monorey,

	<p>Learning Outcomes</p> <ol style="list-style-type: none"> 1. Understand a variety of AI algorithms that use Python, such as machine learning, including classification, regression, and clustering models, deep learning (CNN, RNN), and natural language processing (embedding, LLM). 2. Apply different Python libraries necessary for AI, such as: TensorFlow and Keras. 3. Create AI models using the necessary libraries for deep learning and machine learning. 4. Evaluate different machine learning models in various applications. 5. Analyze ethical and privacy issues related to the use of AI.
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Important websites

- **GitHub:** is an important open-source code platform, we encourage you to study developers' code on this site and to contribute to the open-source community.
- **Stack Overflow:** is a question-and-answer website for developers.
- **CUNY Brightspace:** All course-related assignments and material will be available on Brightspace. Announcements will be posted on Brightspace.

Course Policies

- Quizzes, projects, and other assignments must be submitted on time. Late submissions will be subject to up to a 20% point reduction.
- Projects could be accepted up to a week late if the instructor is contacted before the submission date.

Grading

Grading Breakdown	# points for assignment	% of total grade
Participation (attendance, class discussion, in-class exercises, readings)	10	5%
Projects (3 mini-projects) coding & presentation	3 * 25	50%
HomeWorks	30	15%
Midterm Exam	50	30%
TOTAL	165 points	100%

Assignment deadlines:

Submit Proposal 1	02/14
Submit Project 1	02/28
Submit Proposal 2	03/04
Mid-term Exam	03/18
Submit Project 2	03/28
Submit Proposal 3	04/01
Submit Project 3	05/15

Final Grade Scale:

Grade		Grade	% of points
A	93.0 - 100%	C	73.0 - 77.0%
A-	90.0% - 92.9%	C-	70.0 – 72.9%
B+	87.1 – 89.9%	D+	67.1 – 69.9%
B	83.0 - 87.0%	D	63.0 - 67.0%
B-	80.0 - 82.9	D-	60.0 – 62.9%
C+	77.1 – 79.9	F	Below 60%

HomeWorks: Practice exercises will be provided for each chapter. These exercises may include both theoretical questions and Python implementation tasks.

Mid-term exam: The mid-term exam will be conducted on paper and will assess students' understanding of the theoretical concepts covered in Chapters 1 to 3.

Ethics AI assignment: (writing assignment)

Discuss the key principles of AI ethics, including fairness, transparency, privacy, and safety, as they relate to your AI mini-project 3 (Deep Learning). For this assignment, review the data used to train your model, identify potential sources of bias, and outline strategies to mitigate those biases. Evaluate the data protection measures in place by examining how this data is collected, stored, and used. Additionally, discuss how your AI model can make decision-making more understandable for users, consider potential safety risks, and outline the testing and monitoring required to prevent harm.

Projects assignment:

The deliverables of each mini-project will be as follows: **Proposal, Presentation, Python code + report**. After learning the fundamentals of Artificial Intelligence, it is time to apply your skills to work on an end-to-end AI project. You will choose the topic of your project for a specific real-world problem that should involve all the essential steps of AI project from data importing to reporting.

In your project, you must include all of these essential steps:

- **Data Importing:** choose the dataset that you will use for your project and import it using Python libraries. The format of the data could be a file format such as csv, xml, xls, or any other format that you can deal with. You can choose your data from the available database websites such as Kaggle, data.world, dataquest, Github, Data.gov, NYC Open data, and HealthData.gov.
- **Data Preprocessing:** cleaning data use various Python libraries to clean and process the data. You might have to remove unnecessary columns, remove duplicate values, deal with missing values, etc. Data manipulation using various techniques to shape the dataset for data preprocessing like modifying columns, dealing with outliers, and normalizing or scaling data to make it fit within a range. Data selection if you need to select relevant features from the database.

- **AI Implementation:** In this AI task, you can utilize classification, regression, or clustering methods on the dataset to uncover patterns and extract valuable insights from your data. This step should address the questions posed in your hypotheses and help resolve the initial problem. For each mini-project, you are required to implement an AI model from the following categories:

- ♣ **Mini-project 1: Supervised Learning**

- ♣ **Mini-project 2: Unsupervised Learning**

- ♣ **Mini-project 3: Deep Learning**

- **Reporting:** analyze your results, evaluate your model, express your understanding of the data, and write a report with all the steps of your project and your conclusions.

➤ **Proposal:**

The **proposal** should contain the project description, objectives, the dataset (describe the data, the source, the format, the attributes), and the models that you will use to finalize the project. The proposal is limited to **1 page** including description and references. You should submit your proposal as a **PDF** file that may be single or double-spaced, but formatting must include one-inch margins and a font of 10-12 points.

➤ **Python Code:**

The programming language used for the project is **Python** and you could use any **IDE** with comprehensive and clear comments for each element of your code. You are responsible for submitting a clear Python implementation, nice interpretable graphs, and well documentation file.

➤ **Report:**

The report should contain a project description, objectives, data importing, data preprocessing, correlation analysis, predictive analysis, and interpretations. The report is limited to **5 pages** including the tables, graphs, and references. It should be a **PDF** file that may be single or double-spaced, but formatting must include one-inch margins and a font of 10-12 points. You will be evaluated based on writing skills, clear organization, methodology (tools), results, interpretations, and conclusions.

➤ **Presentation:**

The presentation should not exceed **10 min** and contain all the parts of your data mining project. The format of your slides could be presented in PowerPoint, latex Beamer, Canva, etc. You will be evaluated based on language skills, pronunciation, content, organization, clarity of the slides, presentation style, and answering questions.

➤ **Project Grading:**

Proposal 2%	Interesting problem (1 pt)	Clear Objectives (1 pt)		
Presentation 5%	Presentation slides (1pt) clarity, timely, well designed, organized, easy to follow	Communication skills (2pts) presenter spoke clearly, effectively	Demonstration of knowledge (1pt) good understanding of the topic	Presenter responded effectively to audience questions (1pt)
Report 5 %	Structure of report: (1pt) abstract, introduction, algorithm architecture, data	Writing skills (1pt) well written, no grammar mistakes, etc.	Experiments interpretation (2pts): the output answers the problematic questions.	Complete projects parts (1pt) (data pre-process, AI task implementation, testing)

	structure, pseudocode, experiments			
Code 13%	Readability: (2 pts) indentation, organization	Documentation/comments : (2pts) (well documented and adding comments for each function, code part	Code efficiency: (5pts) no errors, some errors, non- functional	Program outputs: appropriate results that solve the problem chosen (4pts)

Course Schedule

Module	Date	TOPICS: In-class activities	Things to Do: Assignments, Quiz, Reading, and outside work.	Due
Module 1: Overview of the course	01/29	Introduction to Artificial Intelligence Course requirements, syllabus, project description	<ul style="list-style-type: none"> <i>Introduce yourself</i> 	01/28
			1. Answer the questions in the discussion section: <ul style="list-style-type: none"> What is AI? Where can we use it? How about the ethics of AI? 2. Submit Quiz 1	01/28 01/29
Module 2: Supervised Learning	02/03	Supervised Learning: Decision Tree algorithms	Read chapter section (module 2- section 1)	02/03
	02/05	Practice: Implementing Decision Trees with Python	Submit exercise 1	02/09
	02/10	Linear regression and classification	Read chapter section (module 2- section 2)	02/11
	02/12	Practice: Implementing Linear regression with Python	1. Submit exercise 2 2. Submit Project 1 proposal	1. 02/16 2. 02/14
	02/17	Nearest-neighbor models: k-d trees, regression.	Read chapter section (module 2- section 3)	02/17
	02/24 02/26	Practice: Implementing Nearest- neighbor (k-NN, regression) models with Python	Submit Mini-Project 1 (supervised-Learning)	02/28
	03/03 03/10	Practice: Implementing SVM with Python Model Evaluation & Validation	1. Submit Project 2 proposal 2. Submit exercise 3	1. 03/05 2. 03/09
	03/12	Introduction to clustering algorithms: K-means, hierarchical clustering.	Read chapter section (module 3- section 1)	03/12

Module 3: Unsupervised Learning				
	03/17	Practice: Implementing clustering algorithms: K-means	Submit exercise 1.	03/23
	03/19	Practice: Implementing Agglomerative clustering		
Mid-term Exam 03/24				
Module 4: Deep Learning	03/26	Neural Networks and Convolutional Networks	Read chapter section (module 4-section 1)	1. 03/25 2. 03/28
	03/31	Practice: Neural Networks with Tensorflow	Submit Mini-Project 2 (Unsupervised Learning)	03/28
	04/01	Practice: Deep learning with Keras	Submit Project 3 proposal Submit exercise 1	04/01 04/02
Module 5: Natural Language Processing	04/02	Language models: bag-of-words, n-gram, semantics	Read chapter section (module 5-section 1)	04/03
	04/09	Word Embeddings, tokenization	Submit exercise 1	04/10
	04/23	Transformers and LLM	Submit exercise 2	04/22
	Spring session			
	04/28	Ethics in AI		
Module 6: Case studies	04/30	Machine learning at Spotify	Submit ethics assignment	04/30
	05/05	SVM for predicting diabetes	Submit practice 1	05/07
	05/07	Clustering NBA players	Submit practice 2	05/11
05/12-14		Project-3 presentation	Submit Mini-Project 3 (Deep learning)	05/15

Student responsibilities:

Students are expected to attend class lectures, participate/ask questions for deeper understanding, and submit assignments and projects at the exact time.

To prepare for career work in **computer science** and **machine learning/data science**, you will use an extraordinary range of free open-source **Python** and **artificial intelligence libraries**, and free publicly available real-world datasets.

POLICIES & RESOURCES

Policy on Religious Accommodations

Students requesting religious accommodations should contact the Office of the Dean of Students at deanofstudents@jjay.cuny.edu. The Dean's office will work with you and the instructor to find an acceptable accommodation. Reasonable accommodations may include, but are not limited to, permission to make up a test or lecture, time and/or space to pray, or an accommodation relating to appearance or dress. See here for the CUNY Policy on Religious Accommodations.

CUNY Policy on Academic Integrity

Academic dishonesty is prohibited in CUNY. It includes, among other things: cheating (e.g., submitting the same paper for more than one course; unauthorized use of electronic, artificial intelligence or other materials during an academic exercise, like an assignment or exam); obtaining unfair advantage (e.g., circulating or gaining advance access to exam materials); and plagiarism (presenting someone else's ideas, words, or artistic, scientific, or technical work as your own creation, including information from the Internet). Using the ideas or work of another is permissible only when the original source is identified. Plagiarism may be intentional or unintentional, but lack of dishonest intent does not absolve a student of responsibility for plagiarism.

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

AI Responsible Use Guidelines

At John Jay College of Criminal Justice, we recognize the transformative potential of Artificial Intelligence (AI) in shaping the future of work, creative processes, and, importantly, the pursuit of justice in its many dimensions. Generative Artificial Intelligence (AI) is a technology that uses machine learning and predictive modeling to create new content, ideas, conversations, images, videos, and music, based on the data it is trained on.

AI can be used for brainstorming, for learning but not for assignments. You need to implement your codes in Python without any LLM tools.

Extra Credit Work

You may earn extra credit (up to 4 points total (2% of your final grade) by Attending Department or College-sponsored talks about AI topics. To earn extra credit, submit a 1-3 pages paper with a paragraph summarizing the talk, another paragraph describing what you found most interesting/enlightening/thought provoking and why, and a third paragraph relating course material to the talk (if applicable). Attending one talk AND writing a thorough and thoughtful summary and reaction to the talk is worth 1 point.

Incomplete Grade Policy

Current undergraduate INC policy found here (might need to *copy/paste link*):

<http://jjay.smartcatalogiq.com/current/undergraduate-bulletin/academic-standards-and-policies/grades/>

The Alan Siegel Writing Center

The Alan Siegel Writing Center offers, free for all current students, support and assistance to enhance your writing skills (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>) through workshops and individual instruction. Its online scheduling services are described here: <http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. If I give you a referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Wellness and Student Resources

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

Resources for Reporting Discrimination, Sexual Harassment, Sexual Assault, Stalking or Domestic and Dating/Intimate Partner Violence – or Sex-Based Misconduct

The individuals below are available to discuss your rights and the resources available to you as well as

help you explore your options for reporting sexual misconduct, harassment or discrimination of any kind. You may report incidents that occur on or off campus, including incidents that occur online, or on messaging and social media platforms to:

1. Diego Redondo, Director of Public Safety & Risk Management, 212-237-8524, dredondo@jjay.cuny.edu
2. Dominic Stellini, Dean of Students, 212-237-8211, deanofstudents@jjay.cuny.edu

To speak confidentially, you may contact Women's Center Counselor and Gender-Based Violence Prevention and Response Advocate, Jessica Greenfield, jgreenfield@jjay.cuny.edu. For more information or resources, please see CUNY's Policy on Sex-Based Misconduct, CUNY's Equal Opportunity and Non-Discrimination Policy, or see [here](#) for resources or see [here](#) to make a report.

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

New Course Proposal Form

Date Submitted: April 25, 2025

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

1. a. Department(s) or program(s) proposing this course: **Sociology**
- b. Name and contact information of proposer(s):

Name: **Sara Martucci**

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

Phone number(s): **631-766-6904**

2. a. Title of the course: **Quantitative Reasoning for the Social Sciences**
- b. Short title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): **Quant Reasoning Soc Science**
- c. Level of this course: __100 Level **X** **200 Level** __300 Level __400 Level __ Grad

Please provide a brief rationale for why the course is at the level (not required for Graduate courses):

This course is intended to eventually replace another 200-level course, STA 250. Students should be required to pass SOC 101 before taking this course, and this course could assist students with their upper level methodology courses, thus the 200-level designation. We intend to revise the major to offer this course as an alternative to STA 250 in Fall 2025 and we will revise the major again in Fall 2026 to remove STA 250.

- d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): **SOC**
3. Rationale for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

Currently Sociology and Criminology majors at John Jay are required to take STA 250, a statistics course that is taught in the Math and Computer Science department. While the description of this course calls for it to be applied to the social sciences, we believe that our students would benefit from a course that examines quantitative reasoning and literacy in the social sciences more broadly, beyond statistics alone. The "Quantitative Reasoning for

the Social Sciences” course proposed here would cover foundational, field-appropriate concepts in statistics, but would also ensure that students had literacy in reading quantitative texts, creating data visualizations, developing surveys, and accessing databases necessary for their future careers.

As of Fall 2024, the overall DFWI rate for STA 250 was 40%, for Criminology majors it was 47%. In the past the course has presented a stumbling block towards successful completion of the major. By focusing in on the aspects of quantitative reasoning that are more pertinent for our majors, we hope to alleviate some of the issues our students have experienced in STA 250.

Some students will be interested in careers or graduate degrees that will require more advanced statistical knowledge than what will be provided in Quantitative Reasoning for the Social Sciences. These students will be encouraged to take SOC 324, our in-house statistics that covers the more advanced concepts.

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

In this class, students will use data to tell a story about the social world. Students will learn Quantitative Reasoning skills such as analyzing existing data, collecting their own evidence, and putting their findings in dialogue with academic literature. The ability to understand, interpret, produce, and critique quantitative data is a vitally important skill for the social sciences, the workplace, and for navigating daily life. In this course, students will become proficient in quantitative reasoning and information literacy. They will use these skills for critical thinking, posing research questions, and using data and evidence to communicate their ideas.

5. Course Prerequisites or co-requisites (Please note: All 200-level courses in the majors must have ENG 101 and all 300 & 400-level courses must have ENG 201 as prerequisites): **ENG 101; SOC 101; and any college-level math course (MAT)**

DW scribe note: Please hide from advice: MAT 105, MAT 106, MAT 108, MAT 141, MAT 151, MAT 1

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

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

 X No Yes. If yes, then please provide:

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

- **Develop research questions appropriate for quantitative data and methods (SocLO1,3)**
- **Access, understand, and summarize quantitative research articles (SocLO5)**
- **Proficient in understanding and creating data visualizations**
- **Utilizing quantitative evidence to evaluate and support claims (SocLO3)**
- **Practice gathering, interpreting, and communicating findings from data (SocLO3,5)**

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

_____No X Yes

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

Sociology, Part 2: Required Research Methods (as an alternative to STA 250 in the transition)

Criminology Part 1: Disciplinary Requirements (as an alternative to STA 250 in the transition)

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

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

11. How will you assess student learning?

Several varied and scaffolded assignments that require students to access and summarize quantitative literature, assess sources of knowledge, access existing data, collect new data, interpret and create data visualizations, and bring these skills together to tell a social scientific story using rich quantitative details. When possible, grading rubrics should be provided with a new assignment. In some cases, students will have the opportunity to peer review their classmates' work before submitting their assignments.

Learning Objective	Assessment
Develop research questions appropriate for quantitative data and methods (SocLO1,3)	Statistical Abstracts Report, Database Report, Survey Data Report
Access, understand, and summarize quantitative research articles (SocLO5)	Literature Search Guiding Sheet, Survey, Poster + Presentation

Proficient in understanding and creating data visualizations	Data Visualization Worksheet, Statistical Abstracts Report, Database Report, Infographic, Survey Report
Utilizing quantitative evidence to evaluate and support claims (SocLO3)	Database Report, Infographic, Survey Data Report, Poster + Presentation
Practice gathering, interpreting, and communicating findings from data (SocLO3,5)	Data Visualization Worksheet, Statistical Abstracts Report, Database Report, Infographic, Survey Report, Poster + Presentation

Assignments in this class are carefully designed to “scaffold” onto one another, meaning the skills you learn and feedback you receive for one assignment often impact future assignments. For this reason, all assignments in this class have hard deadlines. Please reach out if you’re finding it difficult to complete an assignment before the deadline.

Data Visualization Worksheet -> Statistical Abstracts Report -> Database Report, Infographic, Survey Data Report

Data Visualization Worksheet, Infographic, Database Report -> Poster

Literature Search Guiding Sheet -> Survey, Poster, Extra Credit

Sample assignments and rubrics are included at the end of this document.

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

Yes____ No **X**

- If yes, please state the librarian’s name_____plan to discuss with Bruce Shenitz on April 30th_____
- Did you check the existing OER (Open Educational Resources) to support teaching of this course?

Yes **X** No _____

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

OneSearch (the library discovery tool) **X**

Ebooks _____

Subject specific library databases:

Academic Search Complete **X**

Gale Reference Sources____

NexisUni __

PsycInfo__

Criminal Justice Abstracts X

Sociological Abstracts X

Other (list them here) _____

Statistical Abstracts, Social Explorer ____

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

Evaluating Information Sources

Teaching Information Literacy

Fact Checking, Verification & Fake News

Citing Sources

13. Syllabus - **See below**

14. Date of Department or Program Curriculum Committee approval: **April 23, 2025**

15. Faculty - Who will be assigned to teach this course?

Sara Martucci and the department will work to recruit qualified applicants in addition to assessing our current adjunct faculty for competency in this area.

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

____No

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

- **CJBA 240 Quantitative Inquiry of Problems in Criminal Justice I- met with creator of course (Valerie West) for feedback and to discuss the course's merits/justification as apart from STA 250**
 - **POL 225 Research Methods in Political Science met with creator of course (Andrew Sidman) for feedback, discussed scope of statistics portion, shared resources from Pol 225 course**
 - **Additionally met with Wynne Ferdinand to discuss development of course and alignment with QR learning outcomes as being developed by assessment committee**
17. Did you consult with department(s) or program(s) offering similar or related courses or majors?

☐ Not applicable

☐ No

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

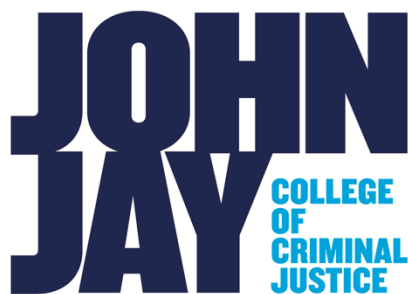
CJBA and Political Science as listed above.

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

☒ **No**

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

19. Approvals: Richard Haw, Chairperson, Department of Sociology, Carla Barrett, SOC Curriculum Committee Chair.



SOCIOLOGY 2XX
Quantitative Reasoning in the Social Sciences

John Jay College of Criminal Justice
524 W. 59th Street, New York, NY 10019
(3 semester hours, 3 credits)

Instructor: Sara Martucci

Modality: In Person, Days, Times

Student Hours: Days, Times, and by appointment, Room 520.02 Haaren Hall and via zoom

Email: smartucci@jjay.cuny.edu

Accessibility Resources

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

Course Description

In this class, students will use data to tell a story about the social world. Students will learn Quantitative Reasoning skills such as analyzing existing data, collecting their own evidence, and putting their findings in dialogue with academic literature. The ability to understand, interpret, produce, and critique quantitative data is a vitally important skill for the social sciences, the workplace, and for navigating daily life. In this course, students will become proficient in quantitative reasoning and information literacy. They will use these skills for critical thinking, posing research questions, and using data and evidence to communicate their ideas.

Prerequisites: ENG 101; SOC 101; and any college-level math course (MAT)

Course Outcomes: Upon completion of the course, students will be able to:

1. Develop research questions appropriate for quantitative data and methods
2. Access, understand, and summarize quantitative research articles

3. Access and utilize appropriate databases
4. Understand and create data visualizations
5. Utilize quantitative evidence to evaluate and support claims
6. Gather, interpret, and communicate findings from data
7. Communicate their findings in visual and oral form

Course Requirements:

Zero-cost; readings are available on Brightspace

Religious Accommodations

Students requesting religious accommodations should contact the Office of the Dean of Students at deanofstudents@jjay.cuny.edu. The Dean's office will work with you and the instructor to find an acceptable accommodation. Reasonable accommodations may include, but are not limited to, permission to make up a test or lecture, time and/or space to pray, or an accommodation relating to appearance or dress. [See here for the CUNY Policy on Religious Accommodations.](#)

Academic Integrity

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

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

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

The Alan Siegel Writing Center

The Alan Siegel Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>) provides free tutoring to students of John Jay College; its online services are described here: <http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. If I give you a referral form to the Writing

Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Additional Resources

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

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

- Academic Advisement Center: <https://new.jjay.cuny.edu/academics/academic-resources-services/academic-advisement-center>
- Career Learning Lab: <https://www.jjay.cuny.edu/student-life/career-building-job-search/career-learning-lab>
- JJ Children's Center: <https://www.jjay.cuny.edu/student-life/welcome-john-jay-childrens-center>
- Housing: <https://new.jjay.cuny.edu/admissions/housing-resources>
- Military and veteran services: <https://new.jjay.cuny.edu/student-life/military-veteran-services>
- LGBTQ+ Resource Center: <https://new.jjay.cuny.edu/student-life/lgbtq-resource-center>
- Jay Express Services: <https://new.jjay.cuny.edu/student-life/jay-express>
- The Immigrant Student Success Center: <https://new.jjay.cuny.edu/student-life/immigrant-student-success-center>.

Resources for Reporting Discrimination, Sexual Harassment, Sexual Assault, Stalking or Domestic and Dating/Intimate Partner Violence – or Sex-Based Misconduct

The individuals below are available to discuss your rights and the resources available to you as well as help you explore your [options for reporting](#) sexual misconduct, harassment or discrimination of any kind. You may report incidents that occur on or off campus, including incidents that occur online, or on messaging and social media platforms to:

1. Title IX Coordinator, CDO@jjay.cuny.edu
2. Diego Redondo, Director of Public Safety & Risk Management, 212-237-8524, dredondo@jjay.cuny.edu
3. Dominic Stellini, Dean of Students, 212-237-8211, deanofstudents@jjay.cuny.edu

For more information or resources, please see CUNY's [Policy on Sex-Based Misconduct](#), CUNY's [Equal Opportunity and Non-Discrimination Policy](#), or see [here for resources](#) or see [here to make a report](#).

CUNY Undergraduate Grading Scale:

Grade Explanation	Numerical Percentage	Value Equivalents
A Excellent	4.0	93.0–100.0
A–	3.7	90.0–92.9
B+	3.3	87.1–89.9
B Good	3.0	83.0–87.0
B–	2.7	80.0–82.9
C+	2.3	77.1–79.9
C Satisfactory	2.0	73.0–77.0
C–	1.7	70.0–72.9
D+	1.3	67.1–69.9
D Passing	1.0	63.0–67.0
D–	0.7	60.0–62.9
F Failure/Unsuccessful	0.0	Below 60.0

*An INC grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of INC. The INC grade should only be given in consultation with the student. More information on INC grades can be found here:

<https://jjay.smartcatalogiq.com/en/2023-2024/undergraduate-bulletin/academic-standards-and-policies/grades/other-grades/inc-incomplete/>

Student Evaluation

Students' understanding of topics introduced in the course will be assessed based on multiple assignments and class participation.

Grade Breakdown:

Assignments	Points
Mini Assignments (4 * 5 points each)	20
Infographic	20
Survey Data Report	20
Poster & Presentation	30
Digital Portfolio	10
Total	100

Mini Assignments:

Data Visualization Worksheet: In this assignment, students will get comfortable with quantitative data by learning how to interpret basic data visualizations, charts, and graphs. This will be a

worksheet based on one of the data reports that we access in class and students will work together in groups to discuss and interpret the data.

Statistical Abstracts Report: In Week 4 of class students will access the Statistical Abstracts database via the John Jay library. For this assignment, students will create one data visualization based on a table from the abstracts. Students will answer questions about where the data came from, and who was included in the sample/population, they will interpret their data visualization, and will consider what information would still be needed to better understand the particular issue or topic.

Database Report: This assignment will consist of a brief report on the database accessed in class in Weeks 5 & 6. It will include a unique research question based on the data available, a hypothesis if appropriate, and data analysis and visualizations that help the student to draw conclusions. In this assignment students learn to use evidence to support their claims.

Literature Search Guiding Sheet: Students will answer questions about three quantitative, academic journal articles including the research question, hypothesis, methodology used, the sampling procedure, and major findings. This sheet will be used to inform the development of our class survey. It also helps build skills needed for Annotated Bibliographies and Literature Reviews.

Major Assignments:

Infographic: At nearly the midpoint in the semester students will create an infographic to begin telling their story visually with data. This assignment will utilize skills learned in the first two mini-assignments and will rely on information from the 3 non-academic sources that they identified in Week 2. Elements of this assignment will be incorporated into the Poster at the end of the semester.

Survey Data Report: In Weeks 8-12 students will be creating and disseminating their own survey, cleaning and coding the data, and then exploring that data in SPSS using the statistical concepts and functions they learn in this 5-week span. Students will be asked to describe the data set, data collection process, and population/sample. They will provide a research question that can be answered using the dataset, describe variables with measures of central tendency, and perform basic statistical functions including confidence intervals, associations, and crosstabs. Students will briefly discuss their findings and consider the limitations of the method and the data.

Poster + Presentation: At the end of the semester students will create posters at the level of undergraduate conference sessions. These posters will be the culmination of their journey learning to tell a story using data. The posters should include elements from the infographic assignment, but will also incorporate academic literature sources and new data that was not included in the infographic— either from the class survey, database report, or additional sources. Students will also propose a brief 10-question survey that would help them learn more about their topic. At the end of the semester students will give a 5 minute presentation of their poster/story.

Quizzes: There will be three short quizzes in class in weeks 9, 10 & 11. These will be graded and discussed immediately as a way of reviewing the statistical concepts from the previous week. They are worth 1 point of extra credit each (1 point if you answer the majority of questions correctly, 0 if you do not.)

Digital Portfolio: Students will upload all minor and major assignments along with their resume to a digital portfolio. All assignments aside from the resume will be assessed separately, but students will receive 10 points for the completion of this portfolio.

Extra Credit: Reread 1 of your 3 literature review sources and have a 10 minute conversation with your professor explaining the results.

Scaffolding:

Assignments in this class are carefully designed to “scaffold” onto one another, meaning the skills you learn and feedback you receive for one assignment often impact future assignments. For this reason, all assignments in this class have hard deadlines. Please reach out if you’re finding it difficult to complete an assignment before the deadline.

Data Visualization Worksheet -> Statistical Abstracts Report -> Database Report, Infographic, Survey Data Report

Data Visualization Worksheet, Infographic, Database Report -> Poster

Literature Search Guiding Sheet -> Survey, Poster, Extra Credit

Course Schedule

	Topics	Readings + Assignments
Week 1	<u>Introduction to the Course</u> What do I want to learn? <ul style="list-style-type: none"> • Students choose individual topics from list/propose individual topics • Introducing the portfolio • In Class: Read through a few data stories from The Pudding and discuss the data/methods/visualizations Skills developed: <ul style="list-style-type: none"> • Curiosity/developing questions 	Due end of week: choose topic, set up digital portfolio
Week 2	<u>Being a Savvy Consumer of Information</u>	

	<p>Why do sources matter?</p> <ul style="list-style-type: none"> • Screen documentary: Fake: Searching for Truth in the Age of Misinformation • In Class: Influencer Simulation • Review The CRAAP Test with example of good/bad sources • In Class: non-academic source search <p>Skills developed:</p> <ul style="list-style-type: none"> • Evaluating sources 	<p>Reading: Access the “Fact Checking, Verification & Fake News” library guide, choose one heading under “Social Media Verification” or “Fake News”. Read and be ready to discuss in class</p> <p>Due end of week: 3 non-academic sources related to your topic (make sure they pass the CRAAP test!)</p>
Week 3	<p><u>Understanding Data Visualizations + Reports</u></p> <p>Where does data come from?</p> <ul style="list-style-type: none"> • Lecture on samples, populations, rates and percentages • View a dataset together (can quickly create via google forms in class if instructor doesn’t have existing one) • Tutorial on accessing and reading data reports (Pew, Gallup, Furman Center, etc) • In Class: Data Visualization Worksheet <p>Skills developed:</p> <ul style="list-style-type: none"> • Interpreting rates and percentages • Distinguishing between a sample and a population • Interpreting data visualizations 	<p>Reading: Statistics Primer by Andrew Sidman, pages 10-14 + “To Understand Global Migration, You Have to See it First” New York Times using Facebook data</p> <p>Due end of week: Data visualization worksheet if not completed in class</p>
Week 4	<p><u>Creating Charts & Data Visualizations</u></p> <p>Telling a story or painting a picture?</p> <ul style="list-style-type: none"> • Tutorial in canva, plotly, google sheets and/or excel • Infographics tutorial in canva or infogram • Review Statistical Abstracts database and create charts with the data <p>Skills developed:</p> <ul style="list-style-type: none"> • Creating charts and presenting data 	<p>Reading: 3 non-academic sources, pulling out information for Infographic</p> <p>Due end of week: Statistical Abstracts Report</p>

Week 5	<p><u>Fun with Databases</u></p> <p>What do I want to know about the social world?</p> <ul style="list-style-type: none"> • Tutorial on accessing databases (Social Explorer, Compstat, General Social Survey, NYC OpenData, etc) • Deep dive on one database <p>Skills developed:</p> <ul style="list-style-type: none"> • Accessing and navigating databases 	<p>Reading: Telling a Story with Databases: “How Nonprofits Improve Community Engagement Using Crime Data Analytics” (or relevant reading for instructor’s selected database)</p> <p>Due: continue working on Infographic</p>
Week 6	<p><u>Fun with Databases Continued</u></p> <p>What do I want to know about the social world? continued...</p> <ul style="list-style-type: none"> • Continue deep dive on one database • In Class: identify variables and begin database report <p>Skills developed:</p> <ul style="list-style-type: none"> • Choosing relevant variables • Interpreting information on databases 	<p>No readings for this week</p> <p>Due end of week: Infographic (from Week 4 work)</p>
Week 7	<p><u>Quantitative Academic Literature Search</u></p> <p>What is already known?</p> <ul style="list-style-type: none"> • Class chooses communal topic for survey • Lit search tutorial based on survey topic • Workshop on using AI for literature searches • Tutorial on how to read quantitative journal articles (including print out of vocabulary from ASA article) <p>Skills developed:</p> <ul style="list-style-type: none"> • Accessing, reading, and summarizing academic literature 	<p>Readings: “How to Read a Quantitative Journal Article” from American Sociology Association</p> <p>Due end of week: Literature Search Guiding Sheet for 3 sources (scaffolding skills for annotated bibliography)</p>
Week 8	<p><u>Quantitative Search Share-back</u></p> <p>What do I want to know?</p>	<p>Reading: Statistics Primer by Andrew Sidman, pages 1-9</p>

	<ul style="list-style-type: none"> • Students share their findings • Develop research questions for survey • Lecture on operationalization, variables, levels of measurement <p>Skills developed:</p> <ul style="list-style-type: none"> • Understanding nominal, ordinal, and interval ratio variables • Understanding how to operationalize variables 	Due end of week: survey question; Database Report
Week 9	<p><u>Quantitative Data Week 1</u></p> <p>How do I find out?</p> <ul style="list-style-type: none"> • In Class: Stats Quiz 1 (Peer graded, Review of Week 8) • Review of sampling/populations etc • Lecture on measures of central tendency • Tutorial of Google Forms, build survey in class + discuss questions as we go • Pilot test survey within class <p>Skills developed:</p> <ul style="list-style-type: none"> • Understanding measures of central tendency • Writing survey questions 	Readings: " Landon in a Landslide: The Poll that Changed Polling "
Week 10	<p><u>Quantitative Data Week 2</u></p> <p>How am I sure?</p> <ul style="list-style-type: none"> • In Class: Stats Quiz 2 (Peer graded, Review of Week 9) • Lecture on confidence intervals, associations, crosstabs • Discuss survey, make changes • Disseminate survey <p>Skills developed:</p> <ul style="list-style-type: none"> • Adapting a survey based on pilot 	<p>Reading: Statistics Primer by Andrew Sidman, pages 15-32</p> <p>Due end of week: Coded survey question</p>

	<ul style="list-style-type: none"> • Describing variables and the relationship between them 	
Week 11	<p><u>Quantitative Data Week 3</u></p> <p>How do I prepare the data?</p> <ul style="list-style-type: none"> • In Class: Stats Quiz 3 (Peer graded, Review of Week 10) • Cleaning + Coding of data • Tutorial in SPSS <p>Skills developed:</p> <ul style="list-style-type: none"> • Preparing data • Utilizing SPSS to describe and analyze statistics 	No readings this week
Week 12	<p><u>Quantitative Data Week 4</u></p> <p>What did I find?</p> <ul style="list-style-type: none"> • Explore with our data!! • Two working days in SPSS • Students create charts, confidence intervals, associations and crosstabs <p>Skills developed:</p> <ul style="list-style-type: none"> • Preparing data • Utilizing SPSS to describe and analyze statistics cont'd 	Reading: “ Descriptive Statistics ” from Practicing and Presenting Social Research
Week 13	<p><u>Creating Academic Posters</u></p> <p>How do I put the story together?</p> <ul style="list-style-type: none"> • Tutorial on academic posters • Compiling data + assessing what else is needed • In Class: Begin work on Poster <p>Skills developed:</p> <ul style="list-style-type: none"> • Preparing academic posters 	Due end of week: Survey Data Report
Week 14	<p><u>The Poster Pitch & Wrapping Up</u></p> <p>How can I use these skills?</p>	

	<ul style="list-style-type: none"> • Career and Professional Development visit • How to discuss these skills on a resume/job interview • Resume workshop • Update resume and add to portfolio • Guidelines for the pitch • Practice presentations in small groups <p>Skills developed:</p> <ul style="list-style-type: none"> • Oral communication • Connecting academic work to job market 	Due end of week: Resume with class skills added to portfolio
Week 15	<p><u>Presentations</u></p> <p>What did I learn?</p> <ul style="list-style-type: none"> • Poster presentations with short presentation <p>Skills developed:</p> <ul style="list-style-type: none"> • Oral communication 	Due end of week: Poster uploaded to portfolio
Finals Week		<p>Finishing touches on portfolio and submit to professor</p> <p>Extra Credit: Reread 1 of your 3 literature review sources and have a 10-minute conversation with your professor explaining the results.</p>

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Infographic Assignment Instructions

Step 1: Read, Understand, and Consider

Read through these instructions and email/ask in class if you have any questions. Review the grading rubric for this assignment before you begin.

Step 2: Evaluate + Compare

Review previous semester's infographics (see Brightspace) + online [examples](#). Make notes about them. What did you like/not like/ what enhances their visual appeal? How does the author of the infographic present evidence? Be prepared for an in-class discussion about what you note from these examples.

Step 3: Thinking about your Infographic

Infographic Road Map:

Instructions	Notes
What is the overall message or the story you want to tell with this infographic? What will you be arguing? (<i>This should be connected to your overall topic for the class</i>)	
List 10 facts/statistics to include (<i>from CRAAP-test sources, weeks 2-4</i>). Consider grouping them around a theme or source. These may not all make it into your final infographic, but it's better to have too many!	1) 2) 3) 4) 5) 6) 7) 8) 9) 10)

Identify at least 2 data visualizations to incorporate. This can be part of your ten facts (<i>from existing reports, from week 4, and/or create new</i>)	
Include 2-3 relevant graphics from Canva or from the resources provided in step 4	
Include <u>ASA style citations</u> for your sources	
Give your Infographic a title	

Step 4: Build Your Infographic

Access Canva and choose an infographic template or build your own.

Add the information from your road map to the template, adjust font/text boxes/graphics/etc as necessary. Find additional images for your infographic using the resources provided [here](#).

Step 5: Review Your Infographic

Review your infographic in the context of the grading rubric. Edit and make any changes you feel necessary. Before submitting your assignment, evaluate/grade it using the grading rubric.

Step 6: Submit

Submit your infographic on our course Padlet. Submit the roadmap + your self-graded rubric via Brightspace.

Step 7: Comment

On Padlet, leave substantive comments for your peers. What worked well on their infographic? Was there any confusion? What else are you curious about after viewing it?

Infographic Grading Rubric
Total: 20 points

	Full Points	Fewer Points	And so on...
Roadmap /1	Roadmap document completed and submitted.		Roadmap was incomplete/ not submitted.
Topic /2	An appropriate sociological/criminological topic is selected.		Overall topic is not sociological/criminological.
Visual/ Overall Readability /3	Expertly uses color, graphics, and font size to visually communicate information in a clear and appealing manner.	Sufficiently uses color, graphics, and font size to visually communicate. Some parts may be difficult to read or less organized.	Missing graphics/ does not include varied colors, fonts, etc to visually communicate information.
Data Visualizations /3	A minimum of 2 accurate data visualizations are included to provide evidence for the thesis/topic.	Only one data visualization is provided or the included data visualizations are inaccurate/incomplete.	Data visualizations are not included or are very inaccurate/incomplete.
Evidence /5	Facts, data, and statistics from reliable sources are used to convince the reader to “tell the story”	Facts, data, and statistics from reliable sources are used to convince the reader, but more evidence needed.	Insufficient use of facts, data, and statistics from reliable sources.
Citations /1	Accurate, complete ASA citations are included for all sources.	ASA citations are included for all sources but may be incomplete and/or citations may not be in ASA style.	Citations are not included.
Originality & Voice /1	Details are specific, accurate, and written in a student voice.	Assignment is thorough but lacks some originality or student voice.	Many statements are vague. Assignment lacks originality, specificity, or student voice.
Scaffolding /2	Infographic builds on work from previous assignments/weeks. Where necessary, earlier feedback was taken into account.	Infographic builds on work from previous assignments/weeks, but feedback may not have been incorporated.	Previous assignments were not submitted and/or feedback was not incorporated.
Comments to peers (Omit from self-review) /2	Student left two or more substantive comments/questions to peers’ infographics.	Student left one substantive comment/question to peers’ infographics. Or two comments were less substantive.	Student did not comment on peers’ infographics.

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

New Course Proposal Form

Date Submitted: 9/16/25

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

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

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

Name: Yolanda Ortiz-Rodriguez

Email address(es) _____yortiz@jjay.cuny.edu_____

Phone number(s) _____xxx_____

2. a. Title of the course: **Alternatives to Incarceration**

b. Short title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Alt to Incarceration

c. Level of this course: __100 Level __X_200 Level __300 Level __400 Level __ Grad

Please provide a brief rationale for why the course is at the level (not required for Graduate courses):

The Criminology Major Part 2: Applications of Criminology section currently only has two courses at the 200-level, with many more options at the 300-level. To create opportunities for students to begin this part of the major before junior standing, we need additional classes at the 200-level. Students can start this part of the major right after they complete SOC 101. The readings, work expectations and assignments are appropriate for the 200-level.

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

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

The college does not offer a course dedicated to alternatives to incarceration in any department. We are proposing this course for three reasons. 1) The Sociology Department needs more options for Part 2: Applications of Criminology at the 200-level and this is a topic we have yet to cover, 2) this is an important space in criminal justice praxis for students to apply theory and methods to that they've learned in other courses, and 3) alternatives to incarceration is an important field for careers after graduation.

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

This course examines alternatives to incarceration that have long existed and those that have expanded in response to punitive sentencing and mass incarceration. It provides an overview of alternatives to traditional imprisonment, such as probation, electronic monitoring, home confinement, community service, diversion programs, problem-solving courts, and restorative justice circles. The course encourages creative thinking about punishment, justice, and healing, while helping students develop transferable skills for careers in criminology, criminal justice, and other related fields.

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

6. Number of:

- | | | |
|----|-------------|-------|
| a. | Class hours | __3__ |
| b. | Lab hours | __0__ |
| c. | Credits | __3__ |

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

☒ No

☐ Yes. If yes, then please provide:

- | | |
|----|--------------------------|
| a. | Semester(s) and year(s): |
| b. | Teacher(s): |
| c. | Enrollment(s): |
| d. | Prerequisites(s): |

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

Students will:

1. Demonstrate a critical understanding of how social structures and forces, such as inequalities, shape the nature of incarceration and its alternatives.
2. Demonstrate familiarity with criminological theories as they can be applied to issues of incarceration and its alternatives.
3. Begin to develop and demonstrate ability to utilize and critically evaluate methods of criminological inquiry about alternatives to incarceration.
4. Utilize critical thinking skills, theories, and data to make sound arguments on issues relating to alternatives to incarceration.
5. Demonstrate understanding of issues related to alternatives to incarcerations through writing, explanatory, and/or presentational skills.

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

_____No ____X____Yes

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

Criminology BA: Part 2: Applications of Criminology

Criminology Minor: Part 2: Electives

Sociology Minor: Part 2: Electives

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

No ____X____ Yes _____ If yes, please indicate the area:

11. How will you assess student learning?

Learning Objective	Assessment
Demonstrate a critical understanding of how social structures and forces, such as inequalities, shape the nature of incarceration and its alternatives.	Short Response Assignments, Quizzes, Final Essay (completed), Program Profile Project and Poster Presentation.
Demonstrate familiarity with criminological theories as they can be applied to issues of incarceration and its alternatives.	Short Response Assignments, Final Essay (Parts 2, 3, and 4), Quizzes, Program Profile Project and Poster Presentation.
Begin to develop and demonstrate an ability to utilize and critically evaluate methods of criminological inquiry about alternatives to incarceration.	Short Response Assignments, Final Essay (completed), and Program Profile Project (Part 1).

Utilize critical thinking skills, theories, and data to make sound arguments on issues relating to alternatives to incarceration.	Short Response Assignments, Final Essay (completed), and Program Profile Project and Poster Presentation.
Demonstrate understanding of issues related to alternatives to incarcerations through writing, explanatory, and/or presentational skills.	Short Response Assignments, Final Essay (completed), and Program Profile Project and Poster Presentation.

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

Yes ☒x

No _____

· If yes, please state the librarian's name _____ Bruce Shenitz

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

Yes ☒X

No _____

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

OneSearch (the library discovery tool) ☒X

Ebooks ☒X

Subject specific library databases:

Academic Search Complete ☒X

Gale Reference Sources _____

NexisUni _____

PsycInfo _____

Criminal Justice Abstracts ☒X

Sociological Abstracts ☒X

Other (list them here) _____

Statistical Abstracts, Social Explorer _____

- Is there an existing library Research Guide to support your class?

Yes _____

No ☒x

13. Syllabus – see attached

14. Date of Department or Program Curriculum Committee approval: September 15, 2025

15. Faculty - Who will be assigned to teach this course? Yolanda Ortiz-Rodriguez and Kevin Johnson, in addition to other fulltime and part time faculty who are qualified to teach this course.

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

☐ Yes.

☒ No

I met with Prof. Christopher Herrmann, from the Law and Police Science Department, and he stated this proposal is not similar to the one he has been working on, which is entirely on restorative justice. He did, however, suggest we should consider cross listing this course with Corrections. I have also reached out to Prof. Teresa Booker (Africana Studies) and am waiting to hear back from her.

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

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

☒ Not applicable

☐ No

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

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

☒ No

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

19. Approvals: Carla Barrett, Criminology Major Coordinator; Richard Haw, Chairperson,
Department of Sociology

SOCIOLOGY 2YY
Alternatives to Incarceration

John Jay College of Criminal Justice
524 W. 59th Street, New York, NY 10019
(3 semester hours, 3 credits)

Instructor: Yolanda Ortiz-Rodriguez

Modality: In Person, Days, Times

Student Hours: Days, Times, and by appointment, Room 520.24 Haaren Hall. I am also available via zoom and on the phone. Let me know what works best for you!

Email: yortiz@jjay.cuny.edu

Office Phone: 212-237-8689

Welcome to Alternatives to Incarceration (SOC 2YY-XX)! This class meets _____

The best way to contact me is via email*. I will log on to my email frequently and at different times during the week. Feel free to contact me for any reason without hesitation. I will do my best to reply to you within 24 hours during the work week and within 48 hours on the weekend (Fri.-Sun.). You can also talk to me before or after class. You may also call my office phone and leave a message. Please note, the office phone number listed above is a landline- do not send text messages to that number.

**When emailing me, be sure to include the information listed below in the subject line. Including this information will help me locate you and respond to you in a timely fashion.*

- Your first and last name, the class number and section.
 - For example: Yolanda Ortiz-Rodriguez, SOC 2XX-XX

Accessibility Resources

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

Course Description

This course examines alternatives to incarceration that have long existed and those that have expanded in response to punitive sentencing and mass incarceration. It provides an overview of alternatives to traditional imprisonment, such as probation, electronic monitoring, home confinement, community service, diversion programs, problem-solving courts, and restorative justice circles. The course encourages creative thinking about punishment, justice, and healing,

while helping students develop transferable skills for careers in criminology, criminal justice, and other related fields.

Prerequisites: ENG 101, SOC 101

Course Outcomes: Upon completion of the course, students will be able to:

1. Demonstrate a critical understanding of how social structures and forces, such as inequalities, shape the nature of incarceration and its alternatives.
2. Demonstrate familiarity with criminological theories as they can be applied to issues of incarceration and its alternatives.
3. Begin to develop and demonstrate ability to utilize and critically evaluate methods of criminological inquiry about alternatives to incarceration.
4. Utilize critical thinking skills, theories, and data to make sound arguments on issues relating to alternatives to incarceration.
5. Demonstrate understanding of issues related to alternatives to incarcerations through writing, explanatory, and/or presentational skills.

Course Requirements:

Zero-cost. We do not have a required text for this course. However, you will be assigned readings, which you can access from our Brightspace course page.

Additional Sources:

Sawyer, W. & Wagner, P. (2025). Mass incarceration: the whole pie 2025. Prison Policy Initiative. <https://www.prisonpolicy.org/reports/pie2025.html>

Labriola, M.; Peterson, S; Woods, D.; Vermeer, M. and Jackson, B. (2024). Community-Based Alternatives to Youth Incarceration. Santa Monica, CA: RAND Corporation, 2024. https://www.rand.org/pubs/research_reports/RRA108-25.html.

Alternatives to Incarceration. 2024 Program Guide. NYC Mayor's Office of Criminal Justice. <https://criminaljustice.cityofnewyork.us/reports/alternatives-to-incarceration-program-guide/>

Communication

I will be communicating with you via Brightspace and email. It is important you familiarize yourself with how to navigate Brightspace and link your John Jay email to it. It is your responsibility to access your emails and check Brightspace daily and frequently.

Religious Accommodations

Students requesting religious accommodations should contact the Office of the Dean of Students at deanofstudents@jjay.cuny.edu. The Dean's office will work with you and the instructor to find an acceptable accommodation. Reasonable accommodations may include, but are not

limited to, permission to make up a test or lecture, time and/or space to pray, or an accommodation relating to appearance or dress. [See here for the CUNY Policy on Religious Accommodations.](#)

Academic Integrity

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

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

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

Plagiarism Detection Software

This course will make use of John Jay's subscriptions to SafeAssign and Turnitin to detect plagiarism. Most of your written work will be assessed using this plagiarism detection software.

The Alan Siegel Writing Center

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

Wellness and Student Resources

Students experiencing any personal, medical, financial or familial distress, which may impede their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and emergency funding support.

See <http://www.jjay.cuny.edu/wellness-resources>

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

- Academic Advisement Center: <https://new.jjay.cuny.edu/academics/academic-resources-services/academic-advisement-center>
- Career Learning Lab: <https://www.jjay.cuny.edu/student-life/career-building-job-search/career-learning-lab>
- JJ Children's Center: <https://www.jjay.cuny.edu/student-life/welcome-john-jay-childrens-center>
- Housing: <https://new.jjay.cuny.edu/admissions/housing-resources>
- Military and veteran services: <https://new.jjay.cuny.edu/student-life/military-veteran-services>
- LGBTQ+Resource Center: <https://new.jjay.cuny.edu/student-life/lgbtq-resource-center>
- Jay Express Services: <https://new.jjay.cuny.edu/student-life/jay-express>
- The Immigrant Student Success Center: <https://new.jjay.cuny.edu/student-life/immigrant-student-success-center>.

Resources for Reporting Discrimination, Sexual Harassment, Sexual Assault, Stalking or Domestic and Dating/Intimate Partner Violence – or Sex-Based Misconduct

The individuals below are available to discuss your rights and the resources available to you as well as help you explore your [options for reporting](#) sexual misconduct, harassment or discrimination of any kind. You may report incidents that occur on or off campus, including incidents that occur online, or on messaging and social media platforms to:

1. Title IX Coordinator, CDO@jjay.cuny.edu

2. Diego Redondo, Director of Public Safety & Risk Management, 212-237-8524, dredondo@jjay.cuny.edu

3. Dominic Stellini, Dean of Students, 212-237-8211, deanofstudents@jjay.cuny.edu

For more information or resources, please see CUNY's [Policy on Sex-Based Misconduct](#), CUNY's [Equal Opportunity and Non-Discrimination Policy](#), or see [here for resources](#) or see [here to make a report](#).

CUNY Undergraduate Grading Scale:

Policy on Incomplete Grades

*An INC grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of INC. The INC grade should only be given in consultation with the student. More information on INC grades can be found here:

<https://jjay.smartcatalogiq.com/en/2023-2024/undergraduate-bulletin/academic-standards-and-policies/grades/other-grades/inc-incomplete/>

Student Evaluation

Students will be assessed at different points throughout the semester. This is purposeful in order to ensure students are learning and absorbing the material, to identify areas that need improvement, and to develop a plan to support the students. The assessments will consist of quizzes, short response assignments, a final essay, a paired project + poster presentation, and class participation.

Course Policy on Use of Artificial Intelligence (AI)

Use of Artificial Intelligence (AI) is not allowed in this course. All written work and creative pieces must be developed and prepared by the student. Use of AI for any assignments will be treated as plagiarism.

Please feel free to meet with me to discuss any questions you may have regarding this policy.

Class Specific Policies:

Let's create a safe learning environment for all!

- We all come from different socioeconomic backgrounds and as such, we have different experiences. Your classmates may have a point of view that you do not agree with. This is a normal and healthy part of the academic process-particularly for this course. So is respect.
- Respect is a requirement in this class during any discussion. Any form of disrespect, along with behaviors that may intimidate and/or create fear in others, does not have a place in this classroom and will not be tolerated.
- Let's respect each other's privacy. Students are not to record the class discussions and/or activities unless they have documented accommodations from the Office of Accessibility Services. Recording includes taking pictures in the classroom.

Be present, participate, and engage!

- Come to class and be on time. **Communication is key.** If you are running late or going to be absent email me (yortiz@jjay.cuny.edu). Two or more absences will have an impact

on your grade (you cannot participate or take your quizzes if you are absent!). Remember, communication is key: let me know if there are any issues that will prevent you from attending class.

- Be present-stay in the moment! Use your laptops and tablets during class for note taking only. Class time is for participating and that includes being engaged. Do not use your devices to check texts, emails, scroll, or do classwork.
- Participate in class discussions. Complete assigned readings and/or watching videos prior to each class discussion- this will help you be prepared to participate. You are the only one who can tell us what you are thinking. We want to hear your voice, your experiences, and your opinions. What you have to say is important- do not keep it to yourself. Feeling shy? If so, then it is important that you engage with your written work and the brainstorming questions. I want to be able to assess how you are coming along with the material.

Submit your work on time!

- Late work will only be accepted if you ask for an extension. Please note: each student is allowed **one extension (no questions asked)**, but of **the you need to talk to me and ask for it before the due date to discuss a plan for you to submit in a timely fashion**. You will have the opportunity to revise and resubmit your work for a better grade (up to 90% original grade)- so aim to get it done on time. **Please note**: The Final Essay and Program Profile Project and Poster Presentation are **excluded** from this policy.
- In order to be fair to those students who get their work in on time, late submissions will be subjected to a full point deduction for each 24-hour period it is late.

Reminder: NO AI!

- Be authentic. Again, I want to hear your voice, your story, and your thoughts. Be you. Present you. Tell me about you. Use your voice.

CUNY Undergraduate Grading Scale:

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

F Failure	O.O	Below 60.0
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Grade Breakdown:

Grades will be based on the following course requirements:	Points
Participation:	15
Assessments:	
Quizzes (5 @ 3 pts each- lowest score will be dropped)	12
Short Response Assignments (4 @5 points each)	20
Final Essay (4 parts/graded separately)	33
◇ Topic with brief rationale: 3 points	
◇ Full outline: 5 points	
◇ Article Search and Annotation: 10 points	
◇ Completed Essay 15 points	
Program Profile Project and Poster Presentation	20
◇ Program Profile Proposal Meeting: 5 points	
◇ Poster and Presentation: 15 points	
Total Possible Points to Be Earned	100

Reminder: Written Work and Late Submission Policy:

All written work is to be submitted via Brightspace unless otherwise noted. The expectation is that all work be submitted by the due date. However, I am aware that we do not live in a perfect world and things happen. To that end, and as stated above, each student is allowed one extension but you need to talk to me and ask for it. **The final essay and paired project and poster presentation are excluded from this policy.** You will have the opportunity to revise and resubmit if for a better grade (up to 90%) so aim to get it done on time. **In order to be fair to those students who get their work in on time, late submissions will be subjected to a full point deduction for each 24-hour period it is late.**

Short Response Assignments:

Students will complete 4 short response assignments (SRA) based on a cluster of their readings and discussions in class. Students can earn up to 5 points for each submission. Detailed instructions for each assignment and links for submissions can be found in folders by the same name on Brightspace. Due dates will be listed on the course calendar.

Major Assignments:

There are two major assignments for this course: 1) Final Essay, and 2) Paired Project and Poster Presentation.

Final Essay:

Students will write an 8-page essay on a topic related to the subject matter. Students may choose their own topics. Students who are undecided and/or have difficulty choosing a topic, are encouraged to talk to me- I am available to help you brainstorm some ideas.

Students will choose no less than 5 sources – 4 peer reviewed academic articles and one from a reliable source (no magazines, blogs, podcasts, newspapers, etc.). Newspaper articles may be used once the 5 sources requirement (as listed above) is met. I strongly recommend the use of government resources as well as those from sites such as the Vera Institute.

In order to assist students, there will be class time dedicated to workshopping how to search for, identify, and access peer reviewed articles. Students will also be directed to the Lloyd Sealy Library website and physical space for assistance.

The Final Essay is a scaffolded assignment and will be graded in 4 parts. Detailed instructions for each part will be provided throughout the semester and posted on the Brightspace course page. Due dates for each submission will be posted on the course calendar.

- ◇ Part 1: Topic/title with a brief rationale for your choice. Students are strongly encouraged to meet me during office hours if they are struggling with a topic at least two weeks before Part 1 is due. Students can earn up to 3 points for Part 1.
- ◇ Part 2: Outline. Students are to submit a full outline on how they will structure their essay. Students who need help constructing an outline are encouraged to visit the Writing Center, library, and/or library website for assistance and “how to guides.” Students can earn up to 5 points for Part 2.
- ◇ Part 3: Article Search and Annotation. This part requires careful research on the subject/topic they will be writing about. Students will be given the databases to use as well as specific questions to answer related to the articles they have chosen. Students will be encouraged to visit the library and/or library website for assistance and “how to guides.” Students can earn up to 10 points for Part 3.
- ◇ Part 4: Completed Essay. Students can earn up to 15 points for the written portion of the essay.

Essay format: 8 pages (cover and reference pages are not included in the count), must be typed, use a 12-point font (Arial/Times New Roman), be doubled spaced with normal margins, and follow APA guidelines. Please visit the JJAY website for help with APA documentation style. Please visit the Writing Center and/or the attached link for assistance with APA documentation style- <https://www.lib.jjay.cuny.edu/content/tutorials.I>

Final essays are due on the second to last week of the semester. Please see the course calendar for the due date.

Program Profile Project and Poster Presentation:

Students will be paired into groups of two for their Program Profile and Poster Presentation project. Students will conduct research on a specific type of alternative to incarceration program and create a poster highlighting their research and findings which will be presented to the class.

Students will identify a specific program in their community, county, or city to explore. They will reach out to and visit the program (or court) – I will be available to assist students with this (if needed- it is important that students engage wholly in this process). Students will be provided with a list of alternatives to incarceration (ATI) programs in New York City to choose from, but are free to research and look for one on their own.

Students will also be provided with a rubric, instructions, and formatting guidelines to assist them with this process. On at least one occasion, class time will be dedicated to provide a tutorial on academic posters.

This project will be graded in two parts.

- ◇ Part 1. Program Profile Proposal Meeting. To ensure students are on track and provide my support, each group is to attend a 10-minute proposal meeting with me to discuss the program they have chosen as well as their presentation plan. Students will be provided with a list of dates and times to meet with me. Students can earn up to 5 points for Part 1.
- ◇ Part 2. Completed Project and Poster Presentation. At the end of the semester, students will:
 - submit a 4-page summary on their program profile. The summary will include information on the program they chose, the rationale for choosing the program, their observations of the program (this includes any interviews they may have had with program staff), and their overall impression of the program based on data they have gathered and/or read about for the type of program they have profiled
 - give a 5-minute presentation on their poster.

Students will be paired with their partners during the 3rd week of the semester.

Quizzes:

To encourage attendance, punctuality, preparation for class discussions, and assess student's understanding and engagement with the material, I will give 5 quizzes (on random days). Students will be asked a question about the day's reading and/or material covered in the previous class. Students are to answer the question in a short essay (about a paragraph). Students who have read the material will find it easy to respond to the question. Students can earn up to 3 points for their response. **The lowest grade will be dropped.** The quizzes will take place 5 minutes after the class is scheduled to begin. For example, if the class starts at 9:25am, the quiz will be given at 9:30am. There are no make-ups for missed quizzes without prior approval.

Extra Credit:

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

On at least one occasion, I will provide an opportunity for an extra credit assignment. The opportunity will be one that all of you may be able to do- **not for making up assignments**. I will let you know when the opportunity becomes available. I will discuss it in class, email you and post it in the *Announcements* section of our Brightspace course page.

Course Schedule

	Topics	Readings / Assignments/Due Dates
Week 1	<i>Introduction</i> <ul style="list-style-type: none">• Introductions• Course Overview and Syllabus Review• Class Activity: <i>Getting to Know You</i>	Complete the “ <i>Getting to Know You</i> ” Google Form (see Brightspace). ✓ Due before next class
Week 2	<i>Let’s Talk About Crime and Punishment</i> Discussion: <ul style="list-style-type: none">• How are crimes defined and who defines them?• Representations of Crime: How do we come to define or understand crime? Class Activity: <i>Harm and Punishment</i> <hr/> <i>The Social Response to Crime</i> Discussion: <ul style="list-style-type: none">• Society’s response to crime and the purpose of punishment:<ul style="list-style-type: none">➤ Deterrence➤ Retribution➤ Incapacitation➤ Rehabilitation	Watch short video: <i>Crime: Crash Course Sociology #20</i> https://www.youtube.com/watch?v=zBodqwAlW3A + Reading: “The Social Problem of Crime” by Berger et. al. (pages 3-22), on Brightspace <hr/> Reading: “Of Crimes and Punishment” by Beccaria, pp. 406-414; on Brightspace SRA #1 Due

Week 3	<p><i>Explaining Crime and Questioning the Utility of Punishment, Part 1</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • Deterrence and Rational Choice Theories • Class Activity: <i>What Would You Do?</i> <hr/> <p><i>Explaining Crime and Questioning the Utility of Punishment, Part 2</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • Race and Inequality • Adolescent Limited and Life Course 	<p>Reading:</p> <p>“Reviving Classical Theory: Deterrence and Rational Choice Theories” (Cullen and Agnew, 2011); on Brightspace</p> <hr/> <p>Readings:</p> <p>“A Theory of Race, Crime, and Urban Inequality” by Sampson and Wilson; on Brightspace</p> <p>+</p> <p>“Pathways in the Life Course to Crime” (Moffitt, in Cullen and Agnew, 2011); on Brightspace</p> <p>Final Essay Part 1 Due: Topic/Rationale</p>
Week 4	<p><i>Mass Incarceration</i></p> <p>Screening of the Documentary: <i>Prison State</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • Reflections on documentary • Identifying trends • What can and should be done? 	<p>No Reading</p> <p>In-class:</p> <p>Take notes throughout screening of documentary</p> <p>SRA #2 Due</p>
Week 5	<p><i>Mass Incarceration</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • Incarceration Rates in the U.S. • Pains of incarceration <ul style="list-style-type: none"> ➤ Individuals ➤ Families ➤ Communities <hr/> <p>Workshop: Identifying and Accessing Peer Reviewed Articles</p>	<p>Reading:</p> <p>“In Their Own Voices: People in High-Incarceration Communities Talk About the Impact of Incarceration” by Todd Clear; on Brightspace</p> <hr/> <p>Final Essay Part 2 Due: Outline</p>

Week 6	<p><i>A Need for Change: Introduction to Alternatives to Incarceration</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • Do prisons work? • What are the advantages/disadvantages of an alternate path of justice? <p>Class Activity: <i>What would a society without prisons look like?</i></p> <hr/> <p>Discussion:</p> <ul style="list-style-type: none"> • What are Alternatives to Incarceration? • Discussion on the various types of programs 	<p>Readings:</p> <p>“Prisons Do Not Reduce Recidivism: The High Cost of Ignoring Science” (Cullen, F., et al., 2011) on Brightspace</p> <hr/> <p>“Alternatives to Incarceration: An Evidence-Based Research Review” (Patchin, J.W., & Keveles, G.N., 2004) on Brightspace</p> <p>Program Profile Proposal Meetings Begin: Sign up on Calendly.com</p>
Week 7	<p><i>Alternatives to Incarceration: Probation and Parole</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • Advantages of probation and parole • Disadvantages of probation and parole • How can we do better? Addressing the pitfalls of probation 	<p>Readings:</p> <p>“Alternatives to Incarceration” (O’Hear, M., 2018, pp.41-48)- on Brightspace.</p> <p>+</p> <p>“One size Fits None: How ‘standard conditions’ of probation set people up to fail” (Widra, E., 2024)</p> <hr/> <p>“Mass Probation from Micro to Macro: Tracing the Expansion and Consequences of Community Supervision” (Phelps, M.S., 2020).</p> <p>SRA #3 Due</p>
Week 8	<p><i>Alternatives to Incarceration: Home Confinement and Electronic Monitoring, Electronic Monitoring</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • When are home confinement and electronic monitoring used? • Benefits of home confinement: for individuals, families, and society 	<p>Readings:</p> <p>“Home Confinement in the United States: The Evolution of Progressive Criminal Justice Reform” (Aloyan, M., 2020)</p>

	<ul style="list-style-type: none"> • Benefits and cost of electronic monitoring <hr/> <p>Discussion</p> <ul style="list-style-type: none"> • Evaluating the alternatives: electronic monitoring 	<hr/> <p>“Pains of privacy: Mapping carceral practices onto electronic monitoring” (Kirk-Werner, G., 2025)-on Brightspace</p> <p>Final Essay Part 3 Due: Article Search and Annotation</p>
Week 9	<p><i>Alternatives to Incarceration: Restorative Justice</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • What is restorative justice and why is it important? • The Restorative Justice Community Court of Chicago (Case Study) • Focusing on healing- not shaming <p>Class Activity: <i>Case Study Review</i></p>	<p>“Alternative punishment as a suitable alternative to imprisonment.” (Leskova, L, et al., 2022)- on Brightspace</p> <p>+</p> <p>“The Restorative Justice Community Court of Chicago: A Case Study” (O’Brien, J., 2023, pp. 700-711) on Brightspace</p>
Week 10	<p><i>Alternatives to Incarceration: Special Populations and Specialized Courts</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • The importance of specialized courts • Addressing the specific needs of system involved and impacted individuals • Types of specialty courts <hr/> <p>Workshop: Creating the Program Profile Poster and Presentation Skills</p>	<p>Reading:</p> <p>“Prisons or Problem-Solving: Does the Public Support Specialty Courts?” (Thielo, A.J., et al., 2019)</p> <p>SRA #4 Due</p>
Week 11	<p>Specialized Courts: <i>Juvenile Court</i></p> <ul style="list-style-type: none"> • Screening of the documentary, <i>Seeing Red: Changing the Narrative</i> <p>Discussion:</p> <ul style="list-style-type: none"> • Reflections on the documentary 	<p>In-class: take notes on the documentary for class discussion.</p> <hr/>

	<hr/> <p>Discussion:</p> <ul style="list-style-type: none"> • The juvenile court- the first specialty court • Importance of diverting youth away from the system • How schools can help: investing in programs and not in police in schools 	<p>Reading:</p> <p><i>Effective Alternatives to Youth Incarceration</i> (The Sentencing Project, 2023)- on Brightspace.</p>
Week 12	<p>Specialized Courts: <i>Drug Court</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • What are drug courts? • The development and evolution of drug courts • Benefits of utilizing drug courts <hr/> <p>Specialized Courts: <i>Mental Health</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • Treatment not punishment • Veterans, women, and juveniles 	<p>Reading:</p> <p>“Assessing the effectiveness of problem-solving courts on the reduction of overdose deaths in the United States: A difference-in-difference study”. (Lindenfeld, Kim, and Chang, 2022)</p> <hr/> <p>Reading:</p> <p>“Community-based alternative for justice-involved individuals with severe mental illness: Diversion, problem-solving courts, and re-entry” (DeMatteo, et al. 2013).</p>
Week 13	<p>Specialized Courts: <i>Domestic Violence Courts</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> • Advantages and disadvantages of DV courts • NY’s two models: DV and DV Integrated Courts <hr/> <p>In class: Group Work : Finalize Program Profile Poster /Prepare file and upload for printing</p>	<p>Reading:</p> <p>“Courting Justice: Tracing the Evolution and Future of Domestic Violence Courts.” (Gover, Boots, & Harper, 2021).</p> <p>Due: Upload poster file to be sent to the printshop by 8pm.</p>
Week 14	<p><i>Putting It All Together: Moving Away from Incarceration and Investing in Alternatives to Incarceration</i></p>	<p>No Reading:</p>

Week 15	Poster Presentations Final Essay Part 4 Due: Completed Essay. Hardcopy in class and upload to Brightspace for originality check.	No Reading
Finals Week		Upload Program Profile Summary to Brightspace.

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

Course Revision Form

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

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

Date Submitted: 10/10/2025

1. Name of Department or Program: Sciences

2. Contact information of proposer(s):

Name(s): Shu-Yuan Cheng
Email(s): shcheng@jjay.cuny.edu
Phone number(s): 646-557-4637

3. Current number and title of course: **TOX 336 Principles of Forensic Toxicology**

4. Current course description:

This course is an overview of the main principles and fields of forensic toxicology. The course covers the measurement of alcohol, licit and illicit drugs and other toxic substances in biological specimens and the interpretation of such results in a medico-legal context. Students will learn the pharmacological aspects of medicines and prevalent drugs of abuse, how they are analyzed in the laboratory and how to interpret the results in episodes of impairment, intoxication and/or death. Key ethical elements involved in chain of custody, documentation of all laboratory procedures and patient confidentiality are emphasized.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201; BIO 355, CHE 315, TOX 313 or permission of the department

5. Describe the nature of the revision (what are you changing?): We are removing CHE 315 Biochemistry as a prerequisite; and adding BIO 375 Human Anatomy and Physiology 1 as an alternative prerequisite to BIO 355 Human Physiology.

6. Rationale for the proposed change(s):

Students enrolled in the new Minor in Toxicology need to take this course, however, they do not take CHE 315, so this barrier needs to be removed. Separately, students majoring in Toxicology now take BIO 375 instead of BIO 355; BIO 355 needs to remain as an alternate prerequisite for those students who took it prior to the creation of the new BIO 375.

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

- a. Revised course description: N/C
- b. Revised course title: N/C
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): N/C
- d. Revised learning outcomes: N/C
- e. Revised assignments and activities related to revised outcomes: N/C
- f. Revised number of credits: N/C
- g. Revised number of hours: N/C
- h. Revised prerequisites: **ENG 201; BIO 355 Human Physiology or 375 Human Anatomy and Physiology 1; TOX 313 Toxicology of Environmental & Industrial Agents; or permission of the department**

8. Enrollment in past semesters: N/A

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

No ☒ Yes ☐ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 10/10/2025

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Shu-Yuan Cheng, Toxicology Major and Minor Coordinator; Jennifer Rosati, Chairperson, Department of Sciences

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

Course Revision Form

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

Date Submitted: 9/4/25

1. Name of Department or Program: Sciences

2. Contact information of proposer(s):

Name(s): Shu-Yuan Cheng

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

Phone number(s): 646-557-4637

3. Current number and title of course: TOX 401: Capstone Experience in Toxicology

4. Current course description:

This capstone in the Toxicology major is a research-based course designed to strengthen students' ability to understand research topics and issues in toxicology, to assimilate and then disseminate information in an organized and understandable fashion and, finally, to implement the practical techniques learned in the laboratory and to successfully apply them to their own research projects. Students will also discuss the ethical, legal and social justice issues in toxicology as well as scientific uncertainty and quality control in toxicology research. Students will be immersed in a dynamic project-based toxicology research environment by integrating their knowledge, practical skills, and logical reasoning skills. The course will provide graduates with a framework to understand toxicology research from a practical perspective and prepare students for careers and graduate studies in toxicology or biomedical fields.

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): 1 hour lecture; 4 hours laboratory

c. Current prerequisites: ENG 201, BIO 355 Human Physiology, CHE 315 Biochemistry, TOX 313 Toxicology of Environmental and Industrial Agents

5. Describe the nature of the revision (what are you changing?): The BS in Toxicology has a choice of senior capstone experiences, FOS 402 Undergraduate Research Internship or TOX 401 Capstone Experience in Toxicology. Up until now, graduating students took FOS 402 since the program is relatively new and building enrollment. We are revising the course description and learning outcomes of TOX 401 to act as an opportunity for toxicology majors to do an internship outside of the college as their summative experience.

We are also updating the course pre-requisites to replace BIO 355 Human Physiology (3 cr. Lecture only) with our new course, BIO 375 Human Anatomy and Physiology I (4 cr. Lecture and Lab), which is now the required anatomy and physiology course in the Toxicology major.

6. Rationale for the proposed change(s):

The CUNY Inclusive Economy Initiative for Sciences at John Jay (CIE Sciences), funded by CUNY, supports science students through professional development and life-skills training, while also connecting them to external research internships and employment opportunities in their chosen fields. The New York City and tri-state areas are home to numerous research facilities, and we have successfully placed our students in labs across many of these institutions. These universities, hospitals, and research institutes offer many opportunities for student interns, with laboratories often staffed by scientists at every level of the academic pipeline from faculty members and postdoctoral fellows to doctoral, master's, and undergraduate students. This effort provides an ideal setting for a capstone research experience. In completing their capstone projects, students not only apply their academic knowledge to real-world research challenges but also begin to see themselves as integrated members of the scientific community who could contribute to discovery and the creation of knowledge.

TOX 401 was originally designed as an in-class capstone research course for Toxicology (TOX) majors. However, due to the small size of the program, it has never been offered. To align with the structure of other majors in the Department of Sciences [Forensic Science (FOS401) and Cell and Molecular Biology (BIO401)], we propose revising TOX 401 into an external capstone research experience course. This change would provide Toxicology students with the opportunity to gain hands-on experience in a real-world laboratory setting while simultaneously fulfilling their capstone requirement. If the program reaches enrollment numbers where we could offer a senior seminar akin to BIO 488 Cell and Molecular Biology Capstone Course for toxicology majors, we will create a new course for that offering and expand the capstone options.

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

a. Revised course description:

TOX 401 is a capstone course for Toxicology majors, designed especially for students pursuing careers or postgraduate studies in environmental or biomedical sciences. The course requires students to complete a minimum of 280 hours of mentored research through a laboratory internship conducted outside of John Jay College. Eligible internship sites include biomedical or toxicology research laboratories at universities,

hospitals, research institutes, biotechnology companies, or local, state, or federal government agencies. During the internship, students must engage directly in original research under the close supervision of a doctoral-level professional research scientist. This experience will expose students to key elements of the scientific research process, including hypothesis development, literature review, laboratory techniques, data analysis, and scientific writing.

Note: Students must secure an approved internship placement prior to receiving permission to enroll in TOX 401.

b. Revised course title: No change

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): No change

d. Revised learning outcomes:

Students will be able to demonstrate the following learning outcomes:

Reasoning Skills:

- Critically evaluate experimental data and scientific interpretations in toxicological research or practice.
- Analyze toxicological case studies or experimental results to identify patterns and elucidate mechanisms of toxicity.
- Assess and compare alternative scientific explanations or hypotheses based on evidence from research or applied experience.
- Evaluate the strengths and limitations of different toxicological methodologies and study designs.

Knowledge Application:

- Apply core concepts from toxicology, pharmacology, and related coursework to real-world problems encountered in professional settings.
- Explain the roles of various biomarkers, assays, and endpoints commonly used in toxicological assessments.
- Recognize and describe key environmental, occupational, and pharmaceutical sources of toxic exposure and their public health implications.

Practical Skills:

- Collect, analyze, and interpret experimental data using appropriate statistical or data calculation tools
- Objectively interpret scientific data, with attention to detecting incomplete, biased, or inaccurate results.
- Evaluate external reports, public statements, or opinions for scientific validity and objectivity.

Communication Skills:

- Discuss ethical, legal, and social justice issues relevant to toxicology, including scientific uncertainty and quality control considerations.
- Communicate effectively in professional settings through both oral discussions and written formats.
- Demonstrate proficiency in scientific writing through the preparation of reports, presentations, or case study analyses.

These learning outcomes align with the Department's overall learning goals.

e. Revised assignments and activities related to revised outcomes:

Students will be assessed through the following components:

- Literature review: A 3-page written report submitted before completing 100 hours of the internship. This review should provide background and context related to the research topic and demonstrate the student's understanding of relevant scientific literature.
- Progress Reports: A brief summary report submitted at each 90-hour milestone of the internship (i.e., after 90, 180, and 270 hours) to document research activities and progress.
- Laboratory Notebook: A detailed logbook used to record daily hours, laboratory tasks, and observations throughout the internship.
- Final Reflection Report: A 5-page written reflection submitted upon completion of the 280-hour internship, addressing the student's learning, challenges, and growth during the experience.
- Supervisor Evaluation: An evaluation completed by the internship supervisor assessing the student's performance, professionalism, and research engagement.

f. Revised number of credits: 3 credits

g. Revised number of hours: 3 hours (15 class hours + 280 hours field experience)

h. Revised prerequisites: ENG 201, **BIO 375 Human Anatomy and Physiology I**, CHE 315 Biochemistry, TOX 313 Toxicology of Environmental and Industrial Agents, **and permission of course coordinator**

i. Other: Registrar - Add the ELO-INTERN class attribute

8. Enrollment in past semesters: 0

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

No X Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: September 2025

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Chairperson, Department of Sciences: Jennifer Rosati; TOX major coordinator: Shu-Yuan Cheng

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
THE CITY UNIVERSITY OF NEW YORK
524 W 59th street, New York, New York 10019

Capstone Experience in Toxicology

TOX 401

Course Coordinator: Shu-Yuan Cheng

Room: 5.61.09 NB (Office) **Tel:** (646) 557-4637

Email: shcheng@jjay.cuny.edu

Office hours: By appointments

Americans with Disabilities Act (ADA) – CUNY Accommodations Policy:

This course adheres to all CUNY policies on Disability Accommodations, outlined here:

<https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/>

Students who believe that they may need an accommodation due to a disability should contact the Office of Accessibility Services (OAS; room L.66NB; 212-237-8031; or accessibilityservices@jjay.cuny.edu) before the course or internship begins. Students are welcome but not required to speak with the instructor privately to discuss specific needs for the class. Students with disabilities are entitled to confidentiality regarding their disability-related status or details and are not required to disclose their specific disability to their instructors or anyone besides the OAS staff. Although they can and should make suggestions and offer alternatives, neither the course instructor nor the internship supervisor are the legal entities charged with determining precisely what accommodations are required or allowed, as this is the professional responsibility of the OAS.

Course description:

TOX401 is the capstone course for Toxicology majors, designed especially for students pursuing careers or postgraduate studies in environmental or biomedical sciences. The course requires students to complete a minimum of 280 hours of mentored research through a laboratory internship conducted outside of John Jay College. Eligible internship sites include biomedical or toxicology research laboratories at universities, hospitals, research institutes, biotechnology companies, or local, state, or federal government agencies. During the internship, students must engage directly in original research under the close supervision of a doctoral-level professional research scientist. The experience will expose students to key elements of the scientific research process, including hypothesis development, literature review, laboratory techniques, data analysis, and scientific writing. Students must secure an approved internship placement prior to receiving permission to enroll in TOX401.

Learning Objectives:

Students will be able to demonstrate the following learning outcomes:

Reasoning Skills:

- Critically evaluate experimental data and scientific interpretations in toxicological research or practice.
- Analyze toxicological case studies or experimental results to identify patterns and elucidate mechanisms of toxicity.
- Assess and compare alternative scientific explanations or hypotheses based on evidence from research or applied experience.
- Evaluate the strengths and limitations of different toxicological methodologies and study designs.

Knowledge Application:

- Apply core concepts from toxicology, pharmacology, and related coursework to real-world problems encountered in professional settings.
- Explain the roles of various biomarkers, assays, and endpoints commonly used in toxicological assessments.
- Recognize and describe key environmental, occupational, and pharmaceutical sources of toxic exposure and their public health implications.

Practical Skills:

- Collect, analyze, and interpret experimental data using appropriate statistical or data calculation tools
- Objectively interpret scientific data, with attention to detecting incomplete, biased, or inaccurate results.
- Evaluate external reports, public statements, or opinions for scientific validity and objectivity.

Communication Skills:

- Discuss ethical, legal, and social justice issues relevant to toxicology, including scientific uncertainty and quality control considerations.
- Communicate effectively in professional settings through both oral discussions and written formats.
- Demonstrate proficiency in scientific writing through the preparation of reports, presentations, or case study analyses.

These learning outcomes align with the Department's overall learning goals.

Course pre-requisites:

ENG 201, BIO 375, CHE 315, TOX 313, and permission of course coordinator

Required Texts:

Articles from the literature as identified by the student and supervisor.

Assignments and Grades:

- Literature review: A 3-page written report submitted before completing 100 hours of the internship. This review should provide background and context related to the research topic and demonstrate the student's understanding of relevant scientific literature.

10% of final grade

- Progress Reports: A brief summary report submitted at each 90-hour milestone of the internship (i.e., after 90, 180, and 270 hours) to document research activities and progress.

5% for each summary report for total 15% of final grade

- Laboratory Notebook: A detailed logbook used to record daily hours, laboratory tasks, and observations throughout the internship.

10% of final grade

- Final Reflection Report: A 5-page written reflection submitted upon completion of the 280-hour internship, addressing the student's learning, challenges, and growth during the experience.

15% of final grade

- Supervisor Evaluation: An evaluation completed by the internship supervisor assessing the student's performance, professionalism, and research engagement.

50% of final grade

Grading Scale: The grading scale is the official grading scale for this course. There will be no exceptions to this scale and grades will not be rounded, except as explained here: following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2%). This is the final grade and no further manipulations will be made. The scale will then be strictly used. This means that a 72.949% is a "C-" and a 72.950% is a "C." These calculations are done by the computer so there are no judgment calls or "leniency."

93.0 and above	A
90.0 - 92.9	A-
87.0 - 89.9	B+
83.0 - 86.9	B
80.0 - 82.9	B-
77.0 - 79.9	C+
73.0 - 76.9	C
70.0 - 72.9	C-
67.0 - 69.9	D+
63.0 - 66.9	D
60.0 - 62.9	D-
below 60.0	F

You must check Brightspace and your John Jay E-mail account regularly.

You are responsible for any and all course information, assignments, announcements, and communication that occurs through Brightspace and/or your email account.

CUNY Policy on Academic Integrity:

This course adheres to all CUNY policies on academic integrity, as outlined here:

- The complete text of the CUNY Policy on Academic Integrity is here: <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/>
- John Jay's Artificial Intelligence (AI) responsible use guidelines can be found here: <https://www.jjay.cuny.edu/academic-policies-and-guidelines>.

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The college library has free guides designed to help students with problems of documentation. Plagiarism detection software may be used in this course. Plagiarism and other integrity violations may be reported to the college's academic integrity officer.

Language learning models (LLMs) and other forms of artificial intelligence (AI) can be helpful in the execution of a research project and students are encouraged to utilize these tools to help identify key literature, background knowledge, and even possible research directions. Nevertheless, submission of text that was generated by AI is a violation of academic integrity similar to plagiarism, and any images, illustrations, or other digital creations generated by AI must be identified as such in any assignments or other such student submissions. Students should consult their supervisor and/or the course coordinator about the use of any AI-generated materials during their work on this research project and completion of course assignments. Misrepresenting AI-generated materials as one's own words, ideas, or creation, is plagiarism and may be reported to the college's academic integrity officer.

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

Course Revision Form

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

Date Submitted: **September 16, 2025**

1. Name of Department or Program: **Sociology**

2. Contact information of proposer(s):

Name(s):	Marisa Tramontano, Sociology Curriculum Committee (with Tarun Banerjee)
Email(s):	mtramontano@jjay.cuny.edu
Phone number(s):	212-693-6418

3. Current number and title of course: **SOC 343 Global Social Movements**

4. Current course description:

This course focuses on the sociological controversies concerning the emergence of grassroots global movements "from below" that are contesting the distribution of resources power and space controlled by societal elites. Globalization has impacted many dimensions of social life affecting political participation in every country. Economic globalization has been linked to rising inequality as well as to technological innovation and economic growth while political globalization has created global norms on human rights and led to new global social movements. This course will explore how globalization has impacted many dimensions of social life affecting political participation in every country.

a. Number of credits: **3**

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

c. Current prerequisites: ENG 201 and SOC 101

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

6. Rationale for the proposed change(s): The proposed course description has been updated to improve grammar. In addition, the revision aligns more accurately current developments and trends in the field of social movements as well as with recent updates to the learning outcomes to the course and the major.

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

a. Revised course description:

In this course, students learn about people and groups around the world seeking a different vision for the world. When organizing through social movements, people may volunteer, protest, fight, raise money, die or kill to bring about social change. Why do they do so, how do they organize, what ideologies motivate them, and what kinds of tactics work? This course will focus on contemporary and historical social movements around the globe (e.g. the environment, freedom, racial inequality, and economic security) as well as the counter-protests that they sometimes provoke.

b. Revised course title: **N/A**

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

d. Revised learning outcomes

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

f. Revised number of credits: **N/A**

g. Revised number of hours: **N/A**

h. Revised prerequisites: **N/A**

8. Enrollment in past semesters: 1-2 sections per semester

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

No **X**

Yes _____

If yes, please indicate the area:

10. Does this change affect any other departments?

x No

_____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: **September 15, 2025**

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Carla Barrett, CRM coordinator, Richard Ocejo, SOC coordinator
Richard Haw, Chair, Soc Department

General Education Assessment – Fall 2025

Wynne Ferdinand, Ray Rosas, Sara Martucci

Executive Summary

Over the course of two years the General Education Assessment Committee (GEAC) developed a suite of tools for curriculum development, faculty support, and assessment of student writing in General Education courses. This project is a part of an effort to deepen understanding of the ways students develop and transfer skills and knowledge through the General Education curriculum and into upper division major coursework and to develop useful resources and support for the faculty members teaching General Education courses.

In fall 2024, 89 student work samples were collected from (x) disciplines at the 100 and 200 levels. The major findings include:

- Many student work samples met a baseline standard in terms of basic conventions, audience awareness, and the development of complex analysis.
- In this sample, there appears to be less emphasis on writing related to the research process.
- In comparison to FA 2023, in FA 2024 there was a decline in scores in the categories of *creation of claims, evidence and warrants* (-9.6%) and *acknowledgement of sources to build authorial credibility* (-14.67%).
- In addition, the number of samples marked 0 for *use of research* increased to 22.89%.

Student work samples: Student work samples follow a similar pattern across all submissions, with about a third of samples receiving a score of 4 or higher in three categories including: *Development of Complex Analysis, Awareness of Genre Conventions, and Sentence Structure and Language Mechanics*. Three categories (i.e., *Use of Research, Creation of Claims, Evidence, and Warrants, and Acknowledgment of Sources to Build Authorial Credibility*) fell below this threshold, indicating that many students would benefit from writing instruction that emphasizes the building of authorial credibility through the incorporation of research and effective claim making.

Fall 2024 Student Work n=83	4-5	3	1-2	0
Development of Complex Analysis	37.35%	36.14%	26.5%	n/a
Awareness of Audience and Genre Conventions	42.17%	33.73%	24.1%	n/a
Use of Research	30.12%	18.07%	28.91%	22.89%
Creation of Claims, Evidence, and Warrants	25.3%	26.51%	44.58%	3.61%
Acknowledgment of Sources to Build Authorial Credibility	21.69%	16.07%	37.35%	24.1%
Sentence Structure and Language Mechanics	39.76%	28.92%	31.33%	n/a

---Additional Analysis Forthcoming---

Recommendations & Next Steps

Previously, GEAC recommended a sustained and broad effort to support students' research-based academic and professional writing abilities. This updated report provides further evidence for the need to emphasize research-based writing across the general education curriculum. As a college with an emphasis on the social sciences, research-based writing would complement many courses in the general education curriculum and provide students a more robust experience using writing as a means to explore and construct knowledge.