

## Description & Policy Statements

### Course Description Development Questions

- What will students learn in the course (i.e., knowledge, skills, attitudes, as opposed to topics)?
- Why will learning this matter to students?
- How do the teaching/learning methods and materials you will use reflect your course's ZTC status?
- How will the course help students develop as scholars, learners, future professionals?
- What will students experience in the course (e.g., assignments, activities, etc.)?
- What are the class formats/methods (e.g., lecture, recitation, lab, studio), and how will they support student learning?
- How does this course fit into your department's curriculum? Are there any prerequisite courses?

### Policy Statements

#### Accessibility Statement

"Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS, which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor." Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p. 3.

#### Plagiarism

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

Source: John Jay College of Criminal Justice Undergraduate Bulletin

### Needs

Students experiencing any personal, medical, financial or familial distress, which may impede on 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 legal and tax aid through Single Stop.

### Learner Centered Syllabus Rubric: Course Description, Policies and Statements

Component	Strength of Evidence (check one)			Your Comments & Suggestions
	Strong	Moderate	Weak	
Tone is positive, respectful and inviting.				
Description and syllabus “tone” fosters positive motivation, describes the value of the course, and promotes content as a vehicle for learning.				
Communicates high expectations, projects confidence of success.				
Syllabus is well organized, easy to navigate, requires interaction.				
Needs statements and institutional policies are included.				

Adapted from: <https://cte.virginia.edu/sites/cte.virginia.edu/files/Syllabus-Rubric-Guide-2-13-17.pdf>