



94-20 Guy R. Brewer Blvd.
Academic Core AC-3D01 (In-person)
12:15-1:50 pm
Tuesday, April 28th, 2026

SENATE PLENARY
AGENDA

1. Call to Order
2. Approval of Minutes for Tuesday, March 24, 2026
3. Faculty Caucus Report (Sheidlower)
4. Student Caucus Report (Pollack)
5. President's Report (Schrader)
6. Standing Committee Reports
 - a. Committee on College Curriculum
7. Guest Presentations:
 - a. Phebe Kirkham General Education
 - b. Dean Wright Graduate Resolution
 - c. VP Hoeffner MSCHE & Strategic Plan
8. Old Business
9. New Business
10. Announcements
11. Adjournment

94-20 Guy R. Brewer Blvd.
Academic Core AC-3D01 (In-person) 12:15-1:50 pm

SENATE PLENARY MINUTES

March 24, 2026

Present:

Faculty Senators: Alcindor, Baron, Berwid, Birk, Brathwaite, Chang, Dean, de Leon, Emtage, Forester, Githuku, Henry, Hornung, Lilavois, Majerovitz, Meddeb, Peal, Penn, Radhamohan, Richards, Saad, Sesay, Shearin-Patterson, Wang, Wani, Werber Zion

Student Senators: Akinyooye, Assad, Bishundayal, Daniels, Dawkins-Haynes, Ibeh, Latour, Molien, Ogueri, Onwude, Oumar Gueye, Patino, Polack, Santos, Sinclair, Sookraj, Yamin

Administration: Brazill, Fellows, Rios, Williams

Guests: Hoeffner, Rivera, Rios, Jones, Vega, Demsen, Milanes, Roja, Rodgers, Burke, Thompson, Klass, Rampersaud, Salnave, Levey, Dinsman, Wright, Faustin, Metallinos, Ayers, Rodriguez, Bisen, Thomas, Beverly-Skinner

1. Call to Order

The meeting was called to order at **12:35 PM**. A quorum was not initially met (short by 3 members).

2. President's Report (Schrader, presented by Hector)

Acknowledgements

- o excellent Faculty Forum with presentations from Profs. Burke, Alexandre and Stores;
- o SGA's Monthly Town Hall;
- o Senior Salute and the inspirational address from our alum Christopher Peguero;
- o Nursing Departments Prof. Burke and recent graduate Nicele Arana's selection by the Transcultural Nursing Society to serve as delegates to the 70th Session of the United Nations Commission on the Status of Women;
- o recognizing Rajendra Persaud as our February 2026 Employee of the Month;
- o signing a Letter of Intent with Tokyo Metropolitan University;
- o Celebration and of the life of Madeleine C. Roach, York Alumna and Corporal of the 6888th Central Postal Directory Battalion (known as the Six Triple Eight);
- o Prof. Sparcino's Talk on the Dilemmas of Immigration "Control" in the USA with Dr. James Hollifield;

- Welcoming a track and field Olympic gold medalist Bob Beamon back home to York.

Announcements

- Dean's List Reception: 4:00 PM in the Atrium
- Yemmy Awards: **April 30 at 6:00 PM**
- Years of Service Recognitions Ceremony: **May 6 at 3:00 PM (Room 3D01)**
- Continuing implementation of Financial Recovery Plan.
- Strategic hires for revenue generation and safety: Director of Counseling and the Director for Environmental Health and Safety; Enrollment, Procurement, seeking to begin searches for faculty needed in accredited programs as well HEO positions with substitute status.
- Enrollment from Fall 2023 to Fall 2024 has increased on a number of metrics, including one-year full-time first time freshman and one semester retention rate.
- Dina Zigari-Limandri's last day at York as Interim Director of Workforce Development and Continuing Education: March 31; George Rosales to lead the Spring 2026 launch.
- Class of 2024 raised \$200; Class of 2026 raised \$600
- Office of Institutional Advancement meeting with the Vice Chancellor for University Advancement Todd Galitz to discuss and explore potential naming opportunities at the College.
- 60th Anniversary fundraising gala in October
- Attended CUNY Grown Breakfast Reception in Albany with attendees York alumni Larinda Hooks and Jaime Williams; connected with key higher education leaders, Alicia Hyndman (Chair, Assembly Higher Education Committee), Toby Stavisky (Chair, Senate Higher Education Committee; reception sponsor), York student interns, and Leroy Comrie and Clyde Vanel
- Fall 2024 CUNY Campus Climate Survey assessment of student experiences of inclusion and belonging report and plan completed and now available on the college intranet. York response rate was 8.3% (university-wide rate = 7.6%). Findings were reviewed against CUNY benchmarks. Cross-campus committee of faculty, staff, and students developed action plan.

3. Student Caucus Report (Polack)

- Expressed appreciation and thanks
- Hosting a town hall (in-person and online)
- Successful recent student elections
- Advocacy priorities:
 - Cafeteria affordability (meeting with VP Rios)
 - International student support
 - Facilities improvements (escalators, elevators)
- Appreciation for the security team
- Recognition of Anthony and others for accolades from CUNY
- Acknowledgement of the President's state-level recognition
- Full Board Meeting scheduled for Thursday

4. Faculty Caucus Report (Sheidlower, presented by Debbie)

- Focus on faculty concerns and discussion topics
- Provost Brazill invited to the next meeting
- Key Concerns:
 - Declining enrollment
 - Budget constraints and class cancellations
 - Increasing class sizes
 - Need for creative solutions with faculty input
 - Change in location of High School of Science
 - Grants office disparities across disciplines
 - Advisement coordination between faculty and Advisement department
- Appreciation for updates on enrollment increases (via President's report and VP Rivera)

5. Quorum Update

- A voting quorum was reached at **1:00 PM**.

6. Approval of Minutes

- **December 9, 2026 Minutes**
 - Amended to include “Exercise Science” in course and program changes
 - Vote: **95% Yes, 2% No, 2% Abstain**
- **February 24, 2026 Minutes**
 - Vote: **100% Yes**

7. Standing Committee Reports

Committee on College Curriculum (Dinsman)

- **English Digital Studies Proposal (Feb 2026)**
 - Removes inactive courses; adds frequently offered courses
 - Motion: Julian; Second: LindaMichelle
 - Vote: **100% Yes**
- **Pathways Proposal (SOC 234: Sociology of Gender)**
 - Proposed as “Individual and Society” Pathways course
 - Motion: Olga; Second: Julian
 - Vote: **93% Yes, 5% No, 2% Abstain**

Committee on Academic Policy and Standards (Patricia)

- **Incomplete Policy**
 - COVID-era policy allows completion by the end of the following semester
 - York has continued this policy; aligns with CUNY policy

- Discussion Points: Clarification on deadlines for student work vs. grade submission: grades due last day of semester; up to faculty member to specify date due for student work
- Motion to approve (VP Williams)
- Vote: **89% Yes, 9% No, 2% Abstain**
- **Modification to York College Academic Policy on Matriculated Probation Dismissal**
 - Vote: **95% Yes, 5% No, 2% Abstain**

8. Guest Presentations

VP Rivera – Enrollment Updates

- Significant enrollment improvements noted
- Challenges:
 - Competition from NYS community colleges offering free tuition
 - Senior college enrollment ↓ 32%; community colleges ↑ 46%
- Initiatives:
 - Hobsons student communication platform
 - **V-READY** virtual enrollment and registration system
 - Relocation of Admissions and Advisement for better student access
 - Department listening sessions (open invitation)
 - York Community College Partnership Program (YCCPP): York sends recruiters to CUNY and Nassau Community Colleges
 - Expansion of articulation agreements (contact Joanna)
 - Advisorgram newsletter for curriculum updates
 - Scheduled student town halls (faculty welcome)
 - Website and marketing overhaul in collaboration with IT
 - Upcoming Accepted Student Receptions and Spring Open House

VP Williams – Student Affairs Update

- Increased demand for student support services
- Programs and initiatives:
 - Mentoring (Crear Futuros program)
 - York SAVES Domestic Violence Advocacy Training
 - York College Clothing Closet
 - LGBTQIA+ Safe Zone Training
- Study Abroad relaunch (week of April 20)
 - Funding available for faculty-led trips
- Graduation updates:
 - Seniors must RSVP for commencement (commencement@york.cuny.edu)
 - Senior Salute: **April 21–22**
- Campus updates:
 - 4 new microwaves installed (3 near cafeteria, 1 near café)
- Additional notes:
 - Karen located in Room 2F01

- Students can update photos in Tassel

9. Adjournment

The meeting was adjourned at **2:00 PM**.

Minutes prepared by: Olga G. Berwid

Date submitted: 4/24/2026

Executive Summary
April 2026 Curriculum Items

1. Course Change

1.1 *Earth and Physical Sciences*

Removes the chemistry prerequisites for EHS 211: “Principles of Environmental Health Sciences,” as the material is taught in another required Environmental Science course. Proposal also revises a typo in the course description.

1.2 *Behavioral Sciences – Political Science*

Corrects an inconsistency in the bulletin so that the course description now clearly states that students can only take POL 305 and POL 306: “Selected Legal Topics” twice.

2. New Course

2.1 *Behavioral Science – Political Science and Sociology*

Proposes two new cross-listed courses: POL 355 and SOC 355 on “Corporate and White-Collar Crime.” The courses will serve as electives in the Political Science and Sociology majors and the Criminal Justice minor.

3. Minor Redesign

3.1 *Behavioral Science – Political Science and Sociology*

Adds POL 355 and SOC 355: “Corporate and White-Collar Crime” to the Criminal Justice minor as an elective option.

YORK College **NY**
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Earth and Physical Sciences	Ratan Dhar

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal	_____	
<input checked="" type="checkbox"/> Course Change Proposal	EHS 211: Principles of Environmental Health Sciences	
<input type="checkbox"/> Course Deletion	_____	
<input type="checkbox"/> Pathways Proposal	_____	
<input type="checkbox"/> Writing Intensive Proposal	_____	

Please provide a BRIEF (300 words or less) executive summary of your proposal

The purpose of this proposal is to revise and correct the prerequisite requirements for EHS 211: Principles of Environmental Health Sciences to ensure alignment with the course's academic level and learning outcomes.

Department Curriculum Committee Approval

Signature	Date
<i>R. Mardera</i>	3/12/2026

Department Approval

Chairperson Signature	Date
<i>Rakentup</i>	2/28/2026

Other Departments Affected*

Department	Signature	Approved	Comments Attached	Date
CHEMISTRY	<i>John Ruff (FEARNLEY)</i>	✓		3/18/26

College Curriculum Committee Approval

Signature	Date
<i>Melissa Simon</i>	4/1/2026

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Course Change Form

IRP Code: 24953

HEGIS Code: 1917.01

Effective Date: Spring 2027

FROM	** strickthrough what is to be changed	TO	** <u>underline</u> the changes / NC = no change
Department	Earth and Physical Sciences	Department	Earth and Physical Sciences
Course [Prefix, #, title]	EHS 211: Principles of Environmental Health Sciences	Course [Prefix, #, title]	NC
Prerequisite(s)	[CHEM 108 AND CHEM 109] and EHS 140	Prerequisite(s)	EHS 140
Corequisite(s)	None	Corequisite(s)	NC
Antirequisite(s)	None	Antirequisite(s)	NC
Hours [total (lecture, lab)]	[2 (2,0)]	Hours [total (lecture, lab)]	NC
Credits	2	Credits	NC
Catalogue Description	Principles of engineering and science used in the control of man's environment, water supply and treatment, sewage and waste water treatment, water collection and disposal, community air pollution, industrial hygiene, noise and illumination, radio -logical health principles, housing, food, milk and sanitation. Not open to students with credit in HPGC 211.	Catalogue Description	Principles of engineering and science used in the control of man's environment, water supply and treatment, sewage and waste water treatment, water collection and disposal, community air pollution, industrial hygiene, noise and illumination, <u>radiological</u> health principles, housing, food, milk and sanitation. Not open to students with credit in HPGC 211.
Liberal Arts	[X] Yes [] No	Liberal Arts	NC
Course Attribute [WI]		Course Attribute [WI]	
General Education Component	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society	General Education Component	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	___ Scientific World ___ College Option		___ Scientific World ___ College Option
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Rationale / Assessment: Please answer each of these questions as thoroughly as possible. (Do not delete the questions.)

- 1) Are the changes to this course the result of departmental assessment and/or an APR (Academic Program Review)? If no, skip to question 5. If yes, please describe: No.
- 2) Which program-level student learning outcomes (PSLOs) are met by this course? Please copy and paste the relevant PSLOs and explain how the revised course meets them (e.g. connect to major assignments, course activities, and/or themes).
- 3) For each relevant PSLO, assign a level of learning experience (Introductory (I), Reinforcement (R), or Mastery (M)).
- 4) How will this revised course be assessed in the future?
- 5) Is this an administrative change (e.g. change to prerequisites, course title, small description edit, etc.)? If yes, explain the reason for this change. If not, write: N/A

Yes. Because students already take an introductory Environmental Science course that includes basic chemistry, keeping an additional chemistry prerequisite on the gateway course (EHS 211 & EHS 212) is unnecessary and was, in fact, an oversight during course development. The gateway course can build on and briefly review that earlier chemistry, rather than demanding an additional stand-alone chemistry prerequisite. Removing the external chemistry prerequisite makes it easier for more students to enter the program and explore the Environmental Health Science (major) and Environmental Science (minor), while the overall Environmental Health Science curriculum can still require full chemistry courses later to maintain scientific rigor of the overall program.

Consultation Statement: Is the proposed change likely to affect other academic units (such as course title or credit change)? If yes, list the units, specify who was consulted, and the nature of the consultation. (It is HIGHLY recommended that these units make any necessary curriculum changes triggered by this proposal during the same YCCC meeting.)

Yes. The York College Department of Chemistry was consulted. Prof. Dan Robie has consented to the changes outlined above.

YORK College **CUNY**
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Behavioral Sciences	Anthony Sparacino


Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal	POL 305 and POL 306 – Selected Legal Topics	
<input checked="" type="checkbox"/> Course Change Proposal	_____	
<input type="checkbox"/> Course Deletion	_____	
<input type="checkbox"/> Pathways Proposal	_____	
<input type="checkbox"/> Writing Intensive Proposal	_____	


Please provide a BRIEF (300 words or less) executive summary of your proposal

This proposal addresses an inconsistency in the current bulletin which allows students to take POL 305 an unlimited number of times. We seek to allow students to take POL 305 and POL 306 twice given that these are special topics courses.

Department Curriculum Committee Approval

Signature	Date
	3/7/2026


Department Approval

Chairperson Signature	Date
	3/6/2026

Other Departments Affected*

Department	Signature	Approved	Comments Attached	Date

College Curriculum Committee Approval

Signature	Date
	4/1/2026

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Course Change Form

IRP Code: 35596
HEGIS Code: 2207.00
Effective Date: Fall 2027

FROM	** what is to be changed	TO	<u>**</u> the changes / NC = no change
Department	Behavioral Sciences	Department	Behavioral Sciences
Course [Prefix, #, title]	POL 305: Selected Legal Topics	Course [Prefix, #, title]	NC
Prerequisite(s)	6 credits in POL	Prerequisite(s)	NC
Corequisite(s)		Corequisite(s)	NC
Antirequisite(s)		Antirequisite(s)	NC
Hours [total (lecture, lab)]	[3 (3, 0)]	Hours [total (lecture, lab)]	NC
Credits	3	Credits	3
Catalogue Description	In-depth analysis of a single legal specialty in regard to substantive law and issues.	Catalogue Description	In-depth analysis of a single legal specialty in regard to substantive law and issues. <u>Students may take the course twice for a total of 6 credits.</u>
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute [WI]		Course Attribute [WI]	
General Education Component	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society	General Education Component	<input checked="" type="checkbox"/> <i>Not Applicable</i> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	___ Scientific World ___ College Option		___ Scientific World ___ College Option
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Rationale / Assessment: Please answer each of these questions as thoroughly as possible. (Do not delete the questions.)

- 1) Are the changes to this course the result of departmental assessment and/or an APR (Academic Program Review)? If no, skip to question 5. If yes, please describe: No.
- 2) Which program-level student learning outcomes (PSLOs) are met by this course? Please copy and paste the relevant PSLOs and explain how the revised course meets them (e.g. connect to major assignments, course activities, and/or themes).
- 3) For each relevant PSLO, assign a level of learning experience (Introductory (I), Reinforcement (R), or Mastery (M)).
- 4) How will this revised course be assessed in the future?
- 5) Is this an administrative change (e.g. change to prerequisites, course title, small description edit, etc.)? If yes, explain the reason for this change. If not, write: N/A

Yes. This change is being made because the current system allows students to repeat the course an unlimited number of times. While the course is a special topics course, it is currently offered infrequently, and this change reflects common practice across departments. Students in POL also have the option to take POL 306 which is also listed as a special topics course in legal studies.

Consultation Statement: Is the proposed change likely to affect other academic units (such as course title or credit change)? If yes, list the units, specify who was consulted, and the nature of the consultation. (It is HIGHLY recommended that these units make any necessary curriculum changes triggered by this proposal during the same YCCC meeting.)

No.

Course Change Form

IRP Code: 35596
HEGIS Code: 2207.00
Effective Date: Fall 2027

FROM	** strickethrough what is to be changed	TO	** <u>underline</u> the changes / NC = no change
Department	Behavioral Sciences	Department	Behavioral Sciences
Course [Prefix, #, title]	POL 306: Selected Legal Topics	Course [Prefix, #, title]	NC
Prerequisite(s)	6 credits in POL	Prerequisite(s)	NC
Corequisite(s)		Corequisite(s)	NC
Antirequisite(s)		Antirequisite(s)	NC
Hours [total (lecture, lab)]	[3 (3, 0)]	Hours [total (lecture, lab)]	NC
Credits	3	Credits	3
Catalogue Description	In-depth analysis of a single legal specialty in regard to substantive law and issues.	Catalogue Description	In-depth analysis of a single legal specialty in regard to substantive law and issues. <u>Students may take the course twice for a total of 6 credits.</u>
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute [WI]		Course Attribute [WI]	
General Education Component	<input checked="" type="checkbox"/> <i>X</i> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society	General Education Component	<input checked="" type="checkbox"/> <i>X</i> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	___ Scientific World ___ College Option		___ Scientific World ___ College Option
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Rationale / Assessment: Please answer each of these questions as thoroughly as possible. (Do not delete the questions.)

- 1) Are the changes to this course the result of departmental assessment and/or an APR (Academic Program Review)? If no, skip to question 5. If yes, please describe: No.
- 2) Which program-level student learning outcomes (PSLOs) are met by this course? Please copy and paste the relevant PSLOs and explain how the revised course meets them (e.g. connect to major assignments, course activities, and/or themes).
- 3) For each relevant PSLO, assign a level of learning experience (Introductory (I), Reinforcement (R), or Mastery (M)).
- 4) How will this revised course be assessed in the future?
- 5) Is this an administrative change (e.g. change to prerequisites, course title, small description edit, etc.)? If yes, explain the reason for this change. If not, write: N/A

Yes. This change is being made because the current system allows students to repeat POL 305 an unlimited number of times while it does not allow students to repeat POL 306 for credit. While the course is a special topics course, it is currently offered infrequently and this change reflects common practice across departments.

Consultation Statement: Is the proposed change likely to affect other academic units (such as course title or credit change)? If yes, list the units, specify who was consulted, and the nature of the consultation. (It is HIGHLY recommended that these units make any necessary curriculum changes triggered by this proposal during the same YCCC meeting.)

No.

Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Behavioral Sciences/ Political Science, Sociology	Jacob Apkarian


Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input checked="" type="checkbox"/> New Course Proposal	POL 355, SOC 355	
<input type="checkbox"/> Course Change Proposal	Criminal Justice Minor	
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide a BRIEF (300 words or less) executive summary of your proposal

We are proposing to add a new cross-listed course in our programs that covers corporate and white-collar crime. This course will contribute to the criminal justice minor. It was successfully piloted in Fall 2025 as a special topics course. We need to revise the CJ minor to add the course as a minor elective.

Department Curriculum Committee Approval

Signature	Date
	3/17/2026


Department Approval

Chairperson Signature	Date
Michele Gregory	3/18/2026

Other Departments Affected*

Department	Signature	Approved	Comments Attached	Date

College Curriculum Committee Approval

Signature	Date
	4/1/2026

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Rationale / Assessment: Please answer each of these questions as thoroughly as possible. (Do not delete the questions.)

- 1) Is the proposed course part of a new academic program? If so, explain how the course fits the overall objectives of the program. If no, skip to question 2.

It will be part of the relatively new Criminal Justice minor which we are attempting to grow by adding more classes based on student demand.

- 2) If the proposed course is part of an existing academic program, please consider the following sub-questions in your explanation.

- a. How does this course fit into the program's existing academic structure?

This course fits into the SOC program by expanding the criminal justice offerings allowed as SOC electives for those hoping to specialize in that sub-discipline.

- b. How have you determined that there is a need for this course in your program? For example, is this course the result of departmental assessment and/or an APR (Academic Program Review)? Please describe:

We determined the need for this class based on the high demand for criminal justice offerings and the positive reception of the piloted version of this class as well as for the relatively new criminal justice minor.

- c. If there is overlap with another department, why is your course needed?

No overlap

- 3) Which program-level student learning outcomes (PSLOs) are met by this course? Please copy and paste the relevant PSLOs and explain how the new course meets them (e.g. connect to major assignments, course activities, and/or themes).

1.1 Description - Students will describe sociological theories, concepts, and arguments. Multiple papers will require students to demonstrate proficiency in this PSLO

2.1 Interpretation - Students will interpret scholarly work (including relevant theories/concepts/data/research/ arguments). Students will read and demonstrate interpretation of scholarly work via weekly quizzes, course papers, and group presentation

3.1 Logical Construction - Students will construct logical arguments using academic scholarship (including relevant/theories/concepts/data/research/arguments). Students will demonstrate proficiency in PSLO 3.1 via course papers and through class discussions

4.1 Critical Analysis - Students will analyze social issues/phenomena/sociological perspectives by applying relevant theories/concepts/data/research/arguments. Students will demonstrate proficiency in critical analysis through class discussions, course papers, and group presentation

5.0 (5.1– 5.3) Quantitative Literacy - Students will demonstrate quantitative literacy, including the interpretation, calculation and application/analysis of quantitative data. Students will learn interpretation and application of quantitative data via course readings and lecture slides, and will demonstrate proficiency through their quizzes, course papers and group presentation

4) For each relevant PSLO, assign a level of learning experience (Introductory (I), Reinforcement (R), or Mastery (M)).

1.1 Description - R

2.1 Interpretation - R

3.1 Logical Construction - R

4.1 Critical Analysis - R

5.1, 5.3 Quantitative Literacy - R

5) How will this course be assessed in the future?

This course will be assessed in the same manner as the other upper-level elective courses in the major.

Rationale / Assessment: Please answer each of these questions as thoroughly as possible. (Do not delete the questions.)

- 1) Is the proposed course part of a new academic program? If so, explain how the course fits the overall objectives of the program. If no, skip to question 2.

It will be part of the relatively new Criminal Justice minor which we are attempting to grow by adding more classes based on student demand.

- 2) If the proposed course is part of an existing academic program, please consider the following sub-questions in your explanation.

- a. How does this course fit into the program's existing academic structure?

This course fits into the SOC program by expanding the criminal justice offerings allowed as SOC electives for those hoping to specialize in that sub-discipline.

- b. How have you determined that there is a need for this course in your program? For example, is this course the result of departmental assessment and/or an APR (Academic Program Review)? Please describe:

We determined the need for this class based on the high demand for criminal justice offerings and the positive reception of the piloted version of this class as well as for the relatively new criminal justice minor.

- c. If there is overlap with another department, why is your course needed?

No overlap

- 3) Which program-level student learning outcomes (PSLOs) are met by this course? Please copy and paste the relevant PSLOs and explain how the new course meets them (e.g. connect to major assignments, course activities, and/or themes).

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4.1 Critical Analysis - Students will analyze social issues/phenomena/sociological perspectives by applying relevant theories/concepts/data/research/arguments. Students will demonstrate proficiency in critical analysis through class discussions, course papers, and group presentation

5.0 (5.1– 5.3) Quantitative Literacy - Students will demonstrate quantitative literacy, including the interpretation, calculation and application/analysis of quantitative data. Students will learn interpretation and application of quantitative data via course readings and lecture slides, and will demonstrate proficiency through their quizzes, course papers and group presentation

4) For each relevant PSLO, assign a level of learning experience (Introductory (I), Reinforcement (R), or Mastery (M)).

1.1 Description - R

2.1 Interpretation - R

3.1 Logical Construction - R

4.1 Critical Analysis - R

5.1, 5.3 Quantitative Literacy - R

5) How will this course be assessed in the future?

This course will be assessed in the same manner as the other upper-level elective courses in the major.

Corporate and White-Collar Crime
POL/SOC 355
Section R3

Course Time: Thursday, 6:00pm-8:50pm
Location: AC 1B03

Instructor: Jacob Apkarian
Office: AC-4D06B

Email: japkarian@york.cuny.edu
Phone: (718) 262-2986

Social Science Department: Behavioral Sciences

Office Hours: Tuesday 3:00pm-4:00pm; Thursday 4:00pm-6:00pm; or by appointment

COURSE DESCRIPTION

Corporate and White-Collar Crime. 3 hrs, 3 crs.

This course examines crime committed by organizations and individuals in the workplace. It explores how these types of crimes are socially defined and critically examines the political, legal, economic, and cultural contexts in which they typically occur. The ways that corporate and white-collar crimes contrast with other types of crimes is covered. Topics include consumer fraud, medical malpractice, police misconduct, cybercrime, political corruption, environmental crime, and more. Preq: SOC 101 or 3 credits in POL

REQUIRED READINGS:

- Course readings will be made available on the Brightspace course page. See course schedules for list of readings.

LEARNING OBJECTIVES:

At the end of the course, students will be able to:

- Define corporate and white-collar crime and differentiate from other types of crime.
- Identify and explain key features of corporate and white-collar crime.
- Critically apply leading criminological theories to explain corporate and white-collar crime.
- Identify the perpetrators and victims of corporate and white-collar crime.
- Identify the organizational environments in which corporate and white-collar crimes occur along with societal responses to them.
- Apply course terms and concepts to case studies.
- Work effectively and respectfully as a member of a learning community engaged in intellectual inquiry.

COURSE MODALITY

This is a fully in person, face-to-face course. Attendance is an important part of the course. Though attendance will not be part of a student's grade, it has been found that students that do not attend regularly are more likely to do poorly in the class. When students are not present in class, they tend to struggle with material and perform worse on assignments and exams.

Frequent absences or postponing assignments can lead to a failing grade. Students are expected to attend every class session. Despite it being fully in person, it is still important for students to frequently access the Brightspace course page for additional readings and quizzes.

COURSE REQUIREMENTS

To succeed in this course, students must have access to Brightspace, complete weekly readings and online quizzes, use information learned in class and readings to write short essays, submit assignments on time, and engage with fellow students. The final grade is calculated based on grades from in-class feedback exercises, online quizzes, short essays, and a group presentation. Due dates for assignments are listed in the course schedule below. All assignments must be received by the due date in order to receive full credit.

FEEDBACK EXERCISES:

For most weeks, there will be a portion of the class devoted to providing feedback for the week. During this time, students will fill out a short answer form describing the most interesting piece of information they learned in class along with any concepts that they struggled to understand. Appropriate completion of the exercises will count toward 10% of the final course grade. Missed feedback exercises cannot be made up. Students will be allowed to miss one feedback exercise.

TEXTBOOK QUIZZES:

Each week, students will need to read a chapter of the textbook. Students will then take a quiz on the textbook material for that week. The quizzes are available on Brightspace and can be completed at any time throughout the week prior to the quiz deadlines. Average quiz grades will count toward 25% of the overall course grade.

SHORT ESSAYS:

Each student is responsible for preparing and turning in TWO short essays during the semester. For each essay assignment, students will be able to choose their topics from the prompt and write about them using the information they have learned from the course. Each essay is worth 20% of the final grade. Specific guidelines are provided for each essay and can be found under the Assignments tab on Brightspace.

GROUP PRESENTATION:

The group presentation is an assignment for which students will have the opportunity to work together to apply the course material to real world case studies. There will be one group presentation done at the end of the semester worth 25% of the final grade. Specific guidelines for the activity can be found under the Assignments tab on Brightspace.

GRADE BREAKDOWN:

	Points
Feedback Exercises	10
Textbook Quizzes	25
Short Essays (2 x 20 points each)	40
Group Presentation	25
Total Points Possible	100

GRADING RUBRIC:

Letter	Numeric	Percentage	Letter	Numeric	Percentage
A+	4.00	97.0-100	C+	2.30	77.0-79.9
A	4.00	93.0-96.9	C	2.00	73.0-76.9
A-	3.70	90.0-92.9	C-	1.70	70.0-72.9
B+	3.30	87.0-89.9	D+	1.30	67.0-69.9
B	3.00	83.0-86.9	D	1.00	60.0-66.9
B-	2.70	80.0-82.9	F	0.00	0.0-59.9

COURSE POLICIES

Online Environment: As with all classes at York College, students should be respectful of one another’s opinions. Everyone has a right to a safe and effective learning environment.

Email Communication: All emails to the professor should include students’ names and EMPLID numbers. Students should allow 24 hours for a response. Students should not expect email responses over the weekend.

Office Hours: The professor will be available on campus during the office hours listed at the beginning of the syllabus. Alternative dates/times can be arranged. Virtual office hours are an option as well. Students seeking alternative times to meet in person or virtually should email the professor.

Late Assignments: Late assignments will be accepted without penalty only if accompanied by a medical or similar excuse. Assignments are considered late if they are not submitted by 11:59pm on the due dates listed in the course schedule. Late assignments will be penalized 10% per day. Penalties begin directly after the time an assignment is due. If an assignment is received even a few minutes late, it is subject to a 10% penalty. If students have a documented emergency that prevents them from submitting on a day the assignment is due, they must submit the assignment as soon as possible, along with documentation, in order to avoid penalty. Any medical excuses must be received by the instructor within one week of the assignment due date. Any assignments handed in five or more days after the due date can still be turned in for half credit.

Student Support Resources: Students are encouraged to visit the Tutoring Center for individual or group tutoring or supplemental instruction: AC-3H12, 718-262-2494. To improve writing skills, students are encouraged to utilize the York College Writing Center: AC-1C18, Phone: 718-262-2494, writingcenter@york.cuny.edu. The Office of Services for Students with Disabilities, located in room AC-1G02, offers individualized services designed to facilitate the student with a disability's adjustment and development throughout his or her course of study. For technical support, visit the Help Desk: AC-2E03, Phone: 718-262-5300. The Counseling Center assists students dealing with personal and emotional issues that can affect student achievement. In addition, the Center provides support services for veterans. Students dealing with any of these issues are strongly encouraged to visit the Center. Find their information here: <https://www.york.cuny.edu/student-development/counseling-center>. Students experiencing technical difficulties with technology should reach out to the York College IT Service desk. To

contact them, please follow the directions on the following website:

<https://www.york.cuny.edu/it/service-delivery-unit/service-desk/it-service-desk>

Incomplete (INC) Grades: INC grades are given at the instructor's discretion to a student who is passing the class going into the final, but missing some of the course work for legitimate reasons (supported by medical or other documentation). Please refer to York College's grading information and review the section on Incompletes:

<https://www.york.cuny.edu/academics/policies/grading-policies>

Academic Integrity: Students must assume responsibility for maintaining honesty in all work submitted for credit. Violations to academic integrity include cheating, plagiarism, fabrication, purchasing the work of others and submitting it as your own, allowing your work to be used by others, multiple submission of work, and misuse of computers (i.e. essays written by A.I. chatbots). To avoid plagiarism, always give credit whenever you use: another person's idea, opinion, or theory; any facts, statistics, graphs, drawings that are not common knowledge; quotations of another person's actual spoken or written words; a paraphrase of another person's spoken or written words. Violations of academic integrity will be addressed in accordance with The City University of New York policy on academic integrity, as described in the *York College Bulletin*. Please go to the following York College websites on Academic Integrity and review what constitutes a violation to the College policy, in addition to policies and procedures:

(1) <https://www.york.cuny.edu/academics/academic-affairs/academic-integrity>

(2) <https://www.york.cuny.edu/academics/academic-affairs/academic-integrity/policy>

[Course Schedule on Following Page]

COURSE CALENDAR

*The course outline represents a tentative schedule of lecture topics, and is subject to changes by the instructor.

Week 1 – Thur. 8/28

Introduction to the Course; Review of Deviance and Crime

- ❑ Read article *Dynamics of Crime and Deviance: A Sociological Perspective* by Bozec (2024)

Week 2 – Thur. 9/4

What is White-Collar Crime?

- ❑ Read *White-Collar Crime: What It Is and How It Affects Society* by Forshey (2020)
- ❑ Read *White-Collar Crime* on fbi.gov
- ❑ Quiz DUE 9/5 at 11:59pm

Week 3 – Thur. 9/11

What is Corporate Crime?

- ❑ Read *Individual Accountability for Corporate Crime* by Gilchrist (2018)
- ❑ Read *The Dark Side of Organizations: Mistake, Misconduct, and Disaster* by Vaughn (1999)
- ❑ Quiz DUE 9/12 at 11:59pm

Week 4 – Thur. 9/18

Explaining White-Collar Crime

- ❑ Read *Crimes of the Powerful: Theories of White-Collar Crime* by Lilly et al. (2024) starting at page 274
- ❑ Quiz DUE 9/19 at 11:59pm

Week 5 – Thur. 9/25

Crimes in Sales-Based Occupations

- ❑ Read *Crime in Sales-Related Occupations: A Systems Perspective* by Payne (2021)
- ❑ Quiz DUE 9/26 at 11:59pm
- ❑ DUE 9/25 at 6:00pm on Brightspace: **Short Essay 1**

NO CLASSES SCHEDULED (Thur. 10/2)

Week 6 – Thur. 10/9
Crimes in the Healthcare & Education Systems

- ❑ Read *National Health Care Fraud Takedown* by justice.gov
- ❑ Read *What ‘Bad Education’ Got Right - and Wrong - About the Real-Life Scandal* by Dickson (2020)
- ❑ Quiz DUE 10/10 at 11:59pm

Week 7 – Thur. 10/16
Crime in Systems of Control

- ❑ Read *The New Jim Crow: Chapter 1* by Alexander (2010)
- ❑ Read *Sexual Molestation Scandal Rocks the Catholic Church* by Mara (1998)
- ❑ Quiz DUE 10/17 at 11:59pm

Week 8 – Thur. 10/23
Crime in the Political System

- ❑ Read *Election Crimes* by fbi.gov
- ❑ Read *Political Donors Should Not Be Above the Law* by Brennan Center (2025)
- ❑ Read *Anatomy of Two Giant Deals: The U.A.E. Got Chips. The Trump Team Got Crypto Riches.* By Lipton et al. (2025)
- ❑ Quiz DUE 10/24 at 11:59pm

Week 9 – Thur. 10/30
Crime in the Economic System

- ❑ Read *Financial crime activity reaches \$4.4 trillion per year, growing nearly 20% annually* by O'Donoghue (2026)
- ❑ Read *Theories of Financial Crime* by Gottschalk (2010)
- ❑ Quiz DUE 10/31 at 11:59pm

Week 10 – Thur. 11/6
Environmental Crime

- ❑ Read *Recycling company faces scrutiny over dumping on protected farmland* by Vesey (2025)
- ❑ Read *The Where, When and How of Crime: Principles of Environmental Criminology* by Townsley (2024)
- ❑ Quiz DUE 11/7 at 11:59pm
- ❑ DUE 11/6 at 6:00pm on Brightspace: **Short Essay 2**

Week 11 – Thur. 11/13
Cybercrime

- ❑ Read *White-Collar Cybercrime: White-Collar Crime, Cybercrime, or Both?* By Payne (2018)
- ❑ Quiz DUE 11/14 at 11:59pm

Week 12 – Thur. 11/20
Policing Corporate & White-Collar Crime

- ❑ Read *Policing White Collar Crime: Chapters 10 & 11* by Gottschalk (2013)
- ❑ Quiz DUE 11/21 at 11:59pm

NO CLASS – THANKSGIVING HOLIDAY (Thur. 11/27)

Week 13 – Thur. 12/4
Judicial Processing of Corporate & White-Collar Crime

- ❑ Read *Prosecuting Corporate Crime when Firms Are Too Big to Jail* by Werle (2019)

- Read *Trump Organization Properties and Fraudulent Schemes* by NYS Attorney General's Office (2022)
- Quiz DUE 12/5 at 11:59pm

Week 14 – Thur. 12/11
Final Presentations

- DUE 12/12 in class: **Group Presentation**

Week 15 – FINAL EXAM: TBA

Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Behavioral Sciences/ Political Science, Sociology	Jacob Apkarian


Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input checked="" type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal	POL 355, SOC 355	
<input type="checkbox"/> Course Change Proposal	Criminal Justice Minor	
<input type="checkbox"/> Course Deletion	_____	
<input type="checkbox"/> Pathways Proposal	_____	
<input type="checkbox"/> Writing Intensive Proposal	_____	

Please provide a BRIEF (300 words or less) executive summary of your proposal

We are proposing to add a new cross-listed course in our programs that covers corporate and white-collar crime. This course will contribute to the criminal justice minor. It was successfully piloted in Fall 2025 as a special topics course. We need to revise the CJ minor to add the course as a minor elective.

Department Curriculum Committee Approval

Signature	Date
	3/17/2026


Department Approval

Chairperson Signature	Date
Michele Gregory	3/18/2026

Other Departments Affected*

Department	Signature	Approved	Comments Attached	Date

College Curriculum Committee Approval

Signature	Date
	4/1/2026

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Change in Minor Form

Name of Academic Unit: Behavioral Sciences

Name of Minor: Criminal Justice

CIP Code: 43.0107

Effective Date: Fall 2027

FROM <small>**strickthrough what is to be changed</small>			TO <small>**<u>underline</u> the changes</small>		
Course #	Title	Credits	Course #	Title	Credits
I. Core Requirements for Criminal Justice Minor*		9	I. Core Requirements for Criminal Justice Minor*		9
	POL 275: Introduction to Law	3		POL 275: Introduction to Law	3
	SOC 254: Criminology	3		SOC 254: Criminology	3
	SOC 354: Criminal Justice Administration	3		SOC 354: Criminal Justice Administration	3
II. Electives		6	II. Electives		6
	<i>Choose two from the following</i>			<i>Choose two from the following</i>	
	POL 219: Psychology of Terrorism	3		POL 219: Psychology of Terrorism	3
	or			or	
	PSY 219: Psychology of Terrorism	3		PSY 219: Psychology of Terrorism	3
	POL 230: Correctional Administration	3		POL 230: Correctional Administration	3
	POL 322: Courts and Public Policy	3		POL 322: Courts and Public Policy	3
	POL 349: Selected Topics in Criminal Justice	3		POL 349: Selected Topics in Criminal Justice	3
	or			or	
	SOC 349: Selected Topics in Criminal Justice			SOC 349: Selected Topics in Criminal Justice	
	POL 350: Selected Topics in Criminal Justice	3		POL 350: Selected Topics in Criminal Justice	3
	or			or	
	SOC 350: Selected Topics in Criminal Justice			SOC 350: Selected Topics in Criminal Justice	
	SOC 255: Deviance and Social Control	3		<u>POL 355: Corporate and White-Collar Crime</u>	<u>3</u>
				or	
				<u>SOC 355: Corporate and White-Collar Crime</u>	
				SOC 255: Deviance and Social Control	3
Total credits required for Criminal Justice Minor		15	Total credits required for Criminal Justice Minor		15
*Courses fulfilling requirements in the Criminal Justice minor may not be used to fulfill requirements of the student's major or another minor. In addition, students are required to complete SOC 101 as					

<p>a prerequisite to the Sociology courses in this minor. Prerequisites for the Political Science courses in the minor include one of the following: POL 103 or 3 credits in Political Science or 6 credits in Political Science.</p>	<p>*Courses fulfilling requirements in the Criminal Justice minor may not be used to fulfill requirements of the student's major or another minor. In addition, students are required to complete SOC 101 as a prerequisite to the Sociology courses in this minor. Prerequisites for the Political Science courses in the minor include one of the following: POL 103 or 3 credits in Political Science or 6 credits in Political Science.</p>
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Rationale / Assessment: Please answer each of these questions as thoroughly as possible. (Do not delete the questions.)

- 1) Are the changes to this minor the result of departmental assessment and/or an APR (Academic Program Review)? If no, skip to question 4. If yes, please describe:

No.

- 2) Which program-level student learning outcomes (PSLOs) are met by this minor change? Please copy and paste the relevant PSLOs and explain how the revised minor meets them (e.g. connect to major assignments, course activities, and/or themes).
- 3) How will this revised minor be assessed in the future?
- 4) Is this an administrative change (e.g. change to prerequisites, course title, small description edit, etc.)? If yes, explain the reason for this change. If not, write: N/A

This change is due to the need to expand the number of regular course offerings for the criminal justice minor.

Draft Resolution for Definition to Full-Time Status for Graduate Students

Dear Senators,

Forthcoming changes to federal financial aid regulations have prompted a review of the York College Graduate Bulletin, which currently lacks clear definitions of full-time status and may cause confusion for students. As a result, a resolution is being proposed to address these gaps and ensure the bulletin provides accurate and clear guidance.

The Current Policy/Language:

The 2023-2024 Graduate Bulletin previously stated that a “full-time graduate student registers for 12 credits. A part-time graduate student registers for fewer than 12 credits. Program directors may give permission for students to register for 15 credits.” This verbiage was removed in the 2024-2025 and 2025-2026 Graduate Bulletins and there is no clear definition of full-time status for students enrolled in graduate programs at York College.

Need for Update:

The change is to bring us in line with CUNY guidance. For the 2026–2027 academic year, the Federal Graduate PLUS Loan program will be discontinued for new borrowers. Students beginning graduate or professional programs after July 1, 2026, will no longer have access to this funding option. Additionally, loan amounts will be prorated based on enrollment status, so students enrolled less than full-time will receive reduced loan eligibility.

The New York State Department of Education defines full-time graduate student status as enrollment in at least nine credits or participation in institutionally recognized full-time thesis or dissertation work, although it maintains a twelve-credit standard for financial aid eligibility. In practice, many graduate students at the City University of New York enroll in nine credits to balance academic responsibilities with work and family commitments. Adopting the nine-credit threshold more broadly would better reflect student realities while also enabling more students to retain family health insurance coverage and qualify for private scholarships that require full-time enrollment¹. In addition, the change will have no impact on curriculum or progression of students through their graduate program.

Proposed Resolution:

For the foregoing reasons the following resolution is proposed:

RESOLVED: *Effective July 1, 2026, York College will recognize full-time enrollment status for graduate students at nine or more credits. This verbiage should be included in the subsequent York College Graduate Bulletins.*

¹ (Upadhyay, 2018)