CAS Guide for January Term Course Development

Below are policies and best practices for the creation of JTerm courses within the College of Arts and Science. Please see the standard [CAS course syllabus checklist](#) page for general syllabus guidance.

1) General information, vetting and logistics

Starting in January 2024, JTerm (January term) takes place between the Fall and Spring semesters, between 2-3 weeks (see [academic calendar](#) for specific dates). This can be a wonderful opportunity for students to advance on their degree, but not all courses are suitable to be offered during JTerm. Because of the truncated schedule, departments and individual professors can determine the appropriateness of JTerm for a particular course.

Vetting of JTerm courses will be as follows:

- Newly proposed JTerm courses will vetted as usual by the UCC
- JTerm courses that are based on already approved courses will be approved by CAS Academic Affairs for NY State requirements.

Please speak with department leadership and FAS Fiscal early to discuss matters concerning how j-term courses will be funded since these requests may have to go through the FAS APR process. Please note all instructor salary for January term courses comes from the Department's operational budget.

2) Instructional time documentation

- Courses are required (by New York State regulations) to have **a minimum of instructional time of 750 minutes per each credit (3000 minutes for a 4-credit course and 1500 minutes for a 2-credit course). NY State requires that instructional time be documented on syllabi ([instructional and supplemental time requirements](#)). Please see our syllabus checklist for more information.** Courses also require at least 30 hours of supplementary assignments per credit, though supplementary time does not need documentation to the extent that instructional time does.

- New York State considers *Instructional time* to be supervised and required activities. Please see the Provost's list of general options for instructional time (required and supervised activities) at:

https://www.nyu.edu/academics/accreditation-authorization-assessment/resources-faqs/credit-hour-guidance.html#what-counts. Let us know if you have any questions!

3) Meeting patterns

Instructors have flexibility on meeting patterns, based on the pedagogical and academic suitability. Instructional time still needs to be met and documented, even if the meeting pattern does not map to NY State requirements for instructional time.

4) Reading, writing, and assignment requirements

The College's Undergraduate Curriculum Committee recommends 60 to 100 pages of reading a week, and 20 pages of writing per semester, for a 4-point, 15-week course. Four-credit courses are expected to meet the 20 pages of writing per term. Two-credit courses are expected to meet half of the requirements expected of a 4 point course. Please see the CAS syllabus checklist and the course proposal page for more information.

Please note that within the JTerm period, less knowledge synthesis happens since the range of time is so short, and so students may end up completing slightly less in terms of reading and writing (though this can still be of high quality). As for any course, specific page number requirements will depend on the discipline, as well as the level of the material.

For JTerm, it may make sense to cut the number of assignments given the truncated time range, and depending on the nature of the content, it may make sense to have weekly, shorter exams/quizzes to replace a final exam (if a final paper is also in place).

5) Guidance on creating JTerm courses

The following examples are good rationales for creating 2-point courses:

a) Offering a skills-based courses that could easily introduce students to or offer reviews on tools, methods, or techniques in a truncated timeframe
   - Possible themes include writing and language, disciplinary methods, or tool-based overview.

b) Developing introductory, broad survey courses

   - HBRJD-UA 102 (4 points) Introduction to Judaism: The course provides a general introduction to Judaism in its many ancient and modern expressions. Students are introduced both to the historical narrative of the Jewish people and the beliefs and practices of the Jewish religion.

c) Developing thematic niche topics courses for students of various backgrounds

- SPAN-UA 551 (4 points) Topics: Afro-Latin Soundscapes: Throughout the course, we'll listen to musical examples from Brazil, Cuba, Mexico, Puerto Rico, New Orleans, New York, Senegal, and the Ivory Coast, while reading interventions by critics and musicians regarding these musics, their contexts, and their theoretical implications.The course is taught in English and carries no prerequisites.

d) Developing alternative semester courses

- Some departments create distinct 2-point credit versions of some 4-point courses in order to offer them in JTerm

Courses required of the core portion of a major may not be suitable for a JTerm meeting pattern due to the natural truncation of material and accelerated learning pattern that happens.   We defer to the department and instructor for the suitability of the course for Jterm.