Welcome! Welcome to the Craig Newmark Graduate School of Journalism at CUNY. This handbook is designed to provide members of our faculty with an overview of the school. We hope it answers your questions and helps you thrive here as an instructor.
The J School offers multiple degree programs. The largest is our full-time, intensive, three-semester course of study (MA-J), offering a curriculum grounded in reporting, ethics and professionalism. Over the course of 16 months of study, students build skills in a variety of areas: writing, photo, audio, video, and interactive journalism. In the second semester, students choose a subject concentration in arts & culture, business & economics, health & science, international, or urban reporting.

Core required courses cover reporting, writing, editing, legal and ethical issues, research techniques, fundamentals of interactive media, and audio/video writing and production. The most recent variation of this program is our Spanish language journalism concentration, a fully bilingual program.

Each student must complete a capstone project that incorporates extensive reporting and multimedia. Students also participate in an 8-10 week summer internship between their second and third semesters under the guidance of the Office of Career Services. Students have the option of continuing their studies in a fourth semester. This allows them more time to complete their degree while taking additional media courses or electives at the journalism school or related courses at other CUNY colleges.

We also offer a Social Journalism program (MA-SJ). This program is aimed at helping future leaders in news recast journalism as a service that helps communities meet their goals and solve problems. Students explore a wide range of new tools and skills involving relationship-building, data, social media, and business. Social journalism is first and foremost about listening, rather than simply producing content.
1. **Building hours:**
Monday-Friday: 8 AM to 11 PM  
Saturday: 9 AM to 7 PM  
Sunday: 11AM to 7 PM

The building is open when classes aren't in session, except for federal holidays. For updates: journalism.cuny.edu/about/campus-facilities/hours-of-operation/.

2. **ID Cards.** Your ID card gives you access to the building.

3. **Library stickers.** After receiving your CUNY ID, visit the Research Center circulation desk on the 3rd floor for a bar code sticker to be placed on the back of your photo ID card. This card with the barcode sticker will provide access to library services at any CUNY campus. As a CUNY employee, you are entitled to use of several online research tools, such as LEXIS/NEXIS and Factiva.
4. **Email addresses:** All student, faculty and staff email accounts follow the same format, which allows you to easily figure out how to contact anyone at the school: firstname.lastname@journalism.cuny.edu

5. **Mailboxes:** Faculty mailboxes are on the 4th floor, next to the dean’s conference room, #406. Every faculty member has a mailbox. Check it regularly.

6. **Lockers** can be found throughout the 4th floor hallway. If you request a locker from the public safety team, pending availability they’ll assign one to you and show you how to set its combination.

7. **Faculty/Staff Directory:** As you can see on the school’s website, journalism.cuny.edu/faculty, all instructors have short biographies listed. If yours is not listed or you would like to update it, please use this link: journalism.cuny.edu/faculty-staff/faculty-staff-directory-update-request.

8. **Getting Paid:** Your compensation will be noted in the letter of appointment you receive that confirms your hiring. Paychecks are issued **every two weeks.** Expect your first check before the end of the first month of the semester. Direct deposit is available. If you choose not to enroll in direct deposit, you can pick up your paycheck from Marie Desir or you can provide her with self-addressed, stamped envelopes and your checks will be mailed to you directly from the Graduate Center. Notify both Marie and the Graduate Center’s Human Resources office at 212-817-7700 of any address change. Pay stubs for those with direct deposit will be placed in your school mailbox.

9. **Union:** All faculty members are represented by the Professional Staff Congress-AFT Local 2334, psc-cuny.org. The union office is located at 61 Broadway, 15th floor, New York NY 10006; telephone: 212-354-1252. Information on benefits and the provisions of the adjunct contract can be found in the pamphlet “CUNY Adjuncts: Your Rights, Your Benefits,” at http://www.psc-cuny.org/members/adjunct-rights-and-benefits. For other information, you can contact the union directly.

10. **Expenses:** Faculty members will be reimbursed for all reasonable expenses associated with their class other than books, as long as they are approved in advance by Associate Dean Mendelson.

11. **Research Center:** The Newmark J School Research Center is dedicated to providing students and faculty with the latest research training, tools and resources
for journalists. The Research Center collaborates with research adjuncts from The New
York Times, Time, ProPublica and NBC, who teach students research methods for
reporting as part of the J-School’s core Craft of Journalism classes. Our site
journalism.cuny.edu/research-center has a trove of research guides
journalism.cuny.edu/research-center/research-guides on topics taught at the school.
If you think the Research Center should buy a book, DVD or resource, please fill out the
purchase recommendation form
cunyjschool.wufoo.com/forms/research-center-purchase-recommendation. The
Research Center also offers Interlibrary Loan Services (ILL). Faculty can obtain books
and articles that aren’t available through the CUNY library system. For free digital
subscriptions to the NYTimes, The Wall Street Journal and the NY Daily News, visit
researchguides.journalism.cuny.edu/faq/subscriptions.

12. Course Materials: You should decide on course materials as far in advance as
possible. Barbara Gray or Tinamarie Vella in the Research Center can help place your
course materials on reserve and can also obtain the requisite permissions for copying
and providing to your students articles or portions of books. To place items on
reserve, complete a reserve request form available at
cunyjschool.wufoo.com/forms/reserve-request-form and provide Barbara or
Tinamarie with the necessary materials. They are also responsive in obtaining
broadcast materials for use in your classes or by your students.

13. Copying materials: Printers and copying machines are located all over the
Journalism School, and you are free to use them for class materials. If you have a
particularly large copying job, contact Marie and give her 3-4 days notice. Many professors find it is often easier just to provide students with the URL and have them read or print articles themselves before class. Copy machines are also capable of scanning documents into PDFs and emailing them directly from the machine to your CUNY Journalism email account.

14. Emergency Numbers on Campus:

- Public Safety: 646-758-7777
- Building Security: 212-391-9245
- Police, Fire, Ambulance: dial 8, then 911

15. Faculty meetings: Faculty meetings are typically held on Tuesdays between morning and afternoon class sessions. A schedule of faculty meetings, faculty symposia and student events will be distributed to all faculty. Faculty meetings generally last about 90 minutes. All full-time, consortial, and adjunct faculty members are encouraged to attend. During the semester, we also conduct faculty training or discussion sessions. All full-time, consortial, and adjunct faculty are invited and encouraged to attend these sessions. Additionally, there are longer curriculum review meetings following each semester. All faculty are also invited to audit any Journalism School class or January Academy class. Full-time faculty and adjuncts who have taught for at least 10 successive semesters are eligible to take courses elsewhere in the university on a space available basis.

16. Governance: While most day-to-day issues affecting faculty are raised at faculty meetings, the School has a Governance Council for taking official actions. Representatives from the consortial faculty and the adjunct faculty sit as voting members on the Council, along with all members of the full-time faculty. The Council, which also includes student members and non-voting staff representatives, is expected to meet once or twice a semester, and generally on a Tuesday. Additionally, there are several standing governance committees: Student Life and Facilities, Curriculum and Degree Requirements, Technology and Library, Diversity, Outcomes Assessment, and Strategic Planning. Elections for the Governance Council and standing committees are held every two years in Spring semester. Two other non-governance committees are Admissions and Academic Appeals. If you are interested in serving as a representative, see Associate Dean Mendelson.
Why the syllabus is essential: Your syllabus acts as the contract between you and your students. It makes clear what your course is about, how it will work, what you will cover, what students will learn, and what they will be expected to do. It allows students to plan ahead with a clear understanding of expectations, deadlines, and course structure. Most courses have a prototype syllabus, which has outcomes that have been approved by the faculty. You should consult this as you draw up your own customized course syllabus. Your area head can provide you with this information, as can Associate Dean Mendelson.

Submitting and sharing your syllabus: Faculty members are required to submit a copy of their syllabi to the school’s syllabus database. All syllabi should be uploaded directly to the appropriate semester Google Drive folder: bit.ly/cunyjschoolsyllabi by the end of the first week of the semester so that
students considering taking your course can see what it entails. Students should receive a copy of the syllabus on the first day of class, if not earlier, in digital or print form. It is also helpful, a few weeks into the semester, to issue a revised syllabus, if necessary, once you have seen how the course is progressing.

**SYLLABUS ELEMENTS**

Here’s an overview of the 13 elements that should be in all J-School syllabi:

1. Contact Info and Office Hours
2. Course Description
3. Course promises
4. Student responsibilities/course policies
5. Deadlines
6. A list of assignments and due dates
7. Clear criteria for assignment expectations
8. Grading breakdown
9. Week-to-week schedule of lesson topics, readings and assignments
10. Required readings/viewings
11. A statement on how the course incorporates issues of diversity
12. A note on acceptable use of technology in class
13. Plagiarism and fabrication notice
14. Statement on accessibility accommodations (see [here](#) for examples)

**Here’s more detail on these elements:**

**Contact Info and Office Hours**
Spell out clearly your preferred method of contact on your syllabus and during the first class session: telephone number, email, Slack, or all of the above. Students may need to contact you repeatedly during the semester. You are expected to schedule at least one office hour a week at the School. You may also conduct additional office hours by appointment. Adjunct faculty members can use the shared cubicles for office hours. There are sign-up sheets at each one so that you may reserve time for your office hours for the semester.
Course Description
This includes an overview of the main elements the course will cover and why this subject matters. It might also include examples to illustrate the topic.

Course promises
What are the course’s learning goals, objectives, or outcomes? Try to emphasize what the students will learn, not what the course will cover. The core outcomes are already established and appear on your prototype syllabus for the class.

Student responsibilities/course policies
While you can’t legislate every possible situation or behavior, your syllabus should specify expectations about attendance, professionalism, and participation. It should also include your policies on late assignments.

Deadlines
Students are on notice in the Student Handbook that deadlines are important in journalism and that late submissions of assignments will earn them penalties of at least one letter grade step (A to A-) per day of lateness. You may impose a more stringent policy in your class, but you must clearly state it in your syllabus and in your initial class, and then be consistent in its application.

The Student Handbook states: The Newmark J School has the same expectations for professional behavior as a news organization. Reporters are expected to show up every day ready to work and J-School students are expected to attend every one of their classes. This is not college, where classes are sometimes skipped on a whim. Reporters who don’t show up don’t have a story – and pretty quickly, they don’t have a job. If you cannot attend one of your classes you are expected to notify the professor with the reason and get an excused absence. A medical or family emergency is generally sufficient reason for an excused absence from the Newmark J School, just as it is from a job. An unexplained or unexcused absence is never okay and will lead to a lowering of your grade. It is within the professor’s discretion to determine what qualifies as an excused absence. Similarly, arriving late for class on a regular basis also will lead to a grade reduction for unprofessional behavior.
A list of assignments and due dates
Devise assignments based on your course objectives. Assignments should be designed to allow students to learn by doing and to demonstrate what they have learned. Make sure the syllabus is clear as to how many assignments students will complete over the course of the term, when those assignments are due and how they should be submitted. Some faculty members have students submit files to a Dropbox or through a platform like Google Classroom. Consult with your department head if you’d like support on an efficient approach.

Clear criteria for assignment expectations
Establish clear criteria and use it consistently. It is useful to explain the purpose of the assignment, even if it may seem obvious, because some students may be new to the field or the subject. Be clear with assignment instructions. Clarify the technical parameters you have in mind, whether that means how long the project is or in what format, on what platform it’s published/hosted, or what kinds of materials are to be included. When you have expectations for multimedia elements, for example, be specific as to what you expect and how they will be figured into the assignment grade. In general, be sure to articulate in as much detail as you can the qualities of a successful assignment, so students have a clear understanding of what is expected of them and aren’t caught by surprise when they receive feedback.

Grading breakdown
Provide students with a clear sense of how assignments will be evaluated and what portion of the final grade each assignment accounts for. It is best to establish a grading system that is as transparent as possible.

It is advisable to be clear in your syllabus about what your grade will be based on and what numerical scale you’ll use to award grades. There is no uniform university standard.

One possibility is:
A+ 97-100 || A 93-96 || A- 90-92 A- ||
B+ 87-89 || B 84-86 B || B- 81-83 ||
As long as your scale is reasonable and the students are aware of what it is, you are within bounds. Some faculty members choose to issue grades without assigning numbers; in such instances, it is important to delineate the general level of performance associated with each grade.

If at the beginning of the course you provide a clear summary of how you will grade each assignment, you’ll less likely encounter student complaints later on.

**Week-to-week schedule of lesson topics, readings and assignments**
Give students a preview of what you will cover each week and what they will be expected to read in advance of the class sessions. Even if these topics may change as the course progresses, based on the needs of the students, it’s helpful for students to have up front an overview of where the course is headed.

**Required readings/viewings**
Some students may decide to read ahead or prepare as much as they can in advance to avoid facing colliding class preparation obligations later. Providing students with detailed information about what they are required to read, as well as what they might optionally like to read to dig deeper into a topic, is helpful.

**A statement on how the course incorporates issues of diversity**
Our school takes pride in welcoming students of all backgrounds and encouraging journalistic work that addresses underserved communities. You’re encouraged to find ways to build diversity into your class through a range of readings, discussions, and assignments.

**A note on acceptable use of technology in class**
A persistent challenge faculty members discuss is the issue of students conducting other business on their laptops during class: checking Facebook and personal email, instant messaging, or working on stories for other classes. Faculty members have developed a variety of strategies for dealing with this. These include leading engaging class activities
that require each student to participate actively—by working in pairs, for example, or by producing work as part of an exercise. Another approach, effective in certain circumstances, is to invite students to enjoy the benefit of full concentration by closing their laptops. “Let’s put our laptops and phones down,” you can say, “so we can all be here fully together to focus on this important topic.” Another approach is to assign weekly note-takers or have individual class members volunteer to rotate in a note-taking role. That assures you and members of the class that there will be notes for the session, in turn reducing the pressure some students may feel to record detailed notes for each session. Some classes have a shared notes document — such as a Google Doc—that any and all students can add to, which can also serve as a shared resource repository for your class.

**Plagiarism and fabrication notice**

Regrettably, as the computer and Internet have made electronic cutting and pasting of text and multimedia materials so much easier, the incidence of plagiarism has expanded significantly in universities across the country. Each year, all students at the Newmark J School must sign an honor code that states they will not plagiarize or fabricate. That has not stopped a few past students from consciously or unintentionally misappropriating the work of others and passing it off as their own. When this occurs, the School quickly initiates disciplinary proceedings. In several cases, these proceedings have resulted in the expulsion or withdrawal of the student charged. We ask faculty members to be alert to incidents of plagiarism or fabrication, and to report them promptly to Associate Dean Mendelson. Please do not try to handle this on your own.

**A model warning about plagiarism and fabrication**

Feel free to adapt the following text as you see fit. *Plagiarism and fabrication are journalistic capital crimes. Our profession depends on your credibility to survive. All journalists suffer when one journalist steals copy, misrepresents the work of others as their own, makes up a quote or invents facts or characters. Fiction writing is an honorable profession, but that is not what we do here. Anyone caught*
plagiarizing or otherwise misrepresenting a source of information will be disciplined, up to and including failing the assignment and/or the course.

Plagiarism may involve copying and pasting text from a book or magazine without attributing the source, or lifting words, photographs, video or other materials from the Internet and using them as your own. Student work may be analyzed electronically for plagiarized content. Please ask us if you have any questions about how to distinguish between acceptable research and plagiarism.

Egregious cases are referred to a disciplinary committee. Students have left our program – voluntarily and involuntarily – when confronted with evidence of such transgressions. You all signed a Code of Ethics. We mean what it says.

WHAT’S EXPECTED OF YOU DURING THE SEMESTER

Make the Most of Your First Class Meeting
Seize the opportunity on the first day of class to inspire students with your enthusiasm for your subject matter. Why are you in this field, and what do you love most about it? What are the most challenging aspects of it? What do you think are the most important things for them to take away from a course like the one you’re beginning together?

Get students actively participating right from the start.
This will help establish a culture of participation in the class. Pose questions right from the start. Better yet, challenge them with a quick opening exercise to draw them into the subject and get each and every student thinking. You might lead an exercise that asks them to share their thoughts or impressions about the course subject matter, or gives them an opportunity to show or share prior knowledge/skill they have. This also provides you with a baseline for where students are.

In addition to inspiring them, make sure to set clear expectations. Be specific and detailed with them about what the course is about, how it will work, and what is expected of them. It is essential to go over the syllabus during the
first class. Those of us who have taught can attest to the fact that there are often students late in a course who still seem blissfully unaware of key elements of the syllabus. One strategy: ask students to read it in advance, then have them summarize key sections of it in pairs on the first day.

**Verify Your Class Roster**
Early in the semester you will be asked to verify your class roster to be sure that everyone who has been attending is actually registered, and that students who are registered are actually attending. Keep an eye out for an email from the Student Affairs office.

**Return Graded Work Promptly**
Students should be kept up to date on their progress in the class. Their final grade should not come as a surprise. Without prompt feedback on early coursework, students will continue to make similar mistakes on subsequent assignments, and will not improve as quickly. Whenever possible, student work submitted in one class session should be graded and returned by the next class.

**Communicate with Students Consistently**
We have several methods you can use to communicate to your students. You may want to use an announcement list or a group email. Or you may want to manage your course through a course blog or website. If you are not sure which method is best for you, we can help you figure it out. You can visit our Tech Site, tech.journalism.cuny.edu for additional information or you can reach out to any member of our IT Help Desk team: help@journalism.cuny.edu or 646-758-7750.

**Grades**
The basic rules for grading are as follows: You will be asked to give each student a semester grade of A+, A, A-, B+, B, B-, C+, C, C-, F or Incomplete. (See next section regarding incompletes). We do not award D-level grades. An F grade means a student earns no credit for the course. In order to remain in the program and to graduate, students must maintain a cumulative average of 3.0 (B). Continued registration and most financial aid awards are conditional on making satisfactory progress toward the degree, i.e. remaining in good standing.
Since anything below a B can jeopardize a student’s ability to maintain the required 3.0 average, students can be persistent when it comes to challenging a low grade. The best advice on grading is, obviously, be fair and consistent, and keep good records because you may be required to explain your decision in case of a student grade appeal or dismissal notice. Under no circumstance should you allow a student to do extra work to improve a grade once the final grade has been submitted. Nor should you give one student extra credit or revision opportunities not available to all students.

There is a very complete and detailed description in the Student Handbook of the appeals process with respect to grades in individual courses and to decisions to terminate a student. If a student formally appeals the final grade that you have issued, you will be contacted by the associate dean to explain how you arrived at that grade. An academic appeals panel of five faculty members will review the case and issue a recommendation to Dean Sarah Bartlett, whose decision is final.

You will be asked to submit midterm notification to any student who is earning below a B or who is on academic probation. This notice can be in the form of an e-mail to the student, stating what the current grade is and what the student needs to do to raise the grade to a B by the end of the semester. Please copy the Director of Student Services on these notifications. This allows early intervention for any student potentially at risk.

If you have any concerns that a student is doing something in your course that may be grounds for academic probation or dismissal from the program (i.e., plagiarism, consistently failing to show up for class, etc.), it is essential that you keep detailed notes and document all conversations with the student from the moment you notice the problem. You should also immediately notify the Office of Student Services about your concerns.

**Incompletes**

To qualify for an incomplete, a student must either have a medical or family emergency, or be unable to complete a project due to unforeseen circumstances in reporting. For the latter reasons, the
student must have been showing satisfactory progress in the class to the point when the circumstance occurred. You do not have to grant Incompletes. Students know that Incompletes are entirely at the discretion of the instructor. If you do grant an Incomplete, complete the school’s Incomplete form: journalism.cuny.edu/wp-content/blogs.dir/1/files/2008/12/Incomplete-agreement-form12-9-15.pdf Make sure it is signed by you and the student. Turn it into and turn it into Associate Dean Mendelson.

**Extra Credit**

You may not give one student an opportunity to earn extra credit without making that same opportunity available to the entire class. So you cannot come up with some “extra project” for a student who is in trouble in the course if you have not made the opportunity available to everyone. You may want to include some opportunity for extra credit on your syllabus at the outset so there is a safety valve for students who would otherwise fall below a B. Similarly, some faculty members allow all students in a class to rewrite, reshoot or re-edit a story so that they might improve their grade on a particular assignment.

72% of our alumni from the Class of 2017 were working full-time, either in journalism or in positions using their journalism skills, one year after graduation.

**Filing Grades**

Final grades are submitted electronically in CUNYFirst. You will receive instructions by email on how and when to file your grades by a member of the administrative team.

**Reusing Reporting in a Second Medium**

All students are expected to become somewhat fluent across media platforms. To make efficient use of reporting time, the school allows students to use the same reporting to produce two separate stories in two
different media for two separate classes. If students choose to do this, they MUST get the approval of the professors in all involved courses. Even then, it is NEVER acceptable for a student to hand in the same finished piece to fulfill requirements in two distinct courses. If you are uncertain about what is permissible, check with your program director or Associate Dean Mendelson.

Classes @ Newmark J-School have an average of 12 students

Peer Faculty Evaluations
Each faculty member will be observed by another faculty member during the semester and will receive a written evaluation. Teachers will receive ample notice of when this will occur. The faculty observer must review the evaluation report with you and both of you must sign the evaluation form, which goes into your personnel file. If you disagree with the evaluation report, you may submit a written response, which will also be placed in your file. Only the dean, associate dean, and your program director will see the evaluation.

Student Evaluations
Students also will be asked to complete online evaluations of all instructors. These are generally done at the last or next-to-last class session. The instructor is asked to leave the classroom during the evaluation. To get the best response rate, set aside class time for the students to complete them. If you are not in a room with computers, it is best to remind students ahead of time to bring their laptops to class. It is best to administer the evaluations at the beginning or middle of class, not at the end. Also, it is not a good idea to hand back graded work before administering evaluation forms. Finally, it is helpful to explain the value of student feedback and how you use it, and its value to the school in ensuring that courses serve students well. You will be emailed a copy of your student evaluations after grades are turned in. While student evaluations provide useful feedback and should be taken seriously, do not be discouraged by particularly sharp
comments. There are often one or two students who are sharply critical of any given teacher or course.

It is helpful to explain the value of student evaluations and how you’ll use them. It’s also worth pointing out their value to the school in ensuring that courses serve students well.

SCHOOL RESOURCES

Advisers
Each student has an adviser. In the first semester, the adviser will be assigned. In the second and third semesters, the student may choose an adviser. If you have a question, problem, or concern about a student, it is often helpful to consult with that student’s adviser. That may serve as a reality check — perhaps you are not the only teacher noticing the problem— and may help alert the adviser that something may be wrong. The Office of Student Affairs can inform you of the name of the student’s adviser.

Coaches
A broad array of coaches are available to students, including those who can help with writing, multimedia, ESL, grammar and data. These coaches are intended to supplement, not replace, regular instruction and office hours. Feel free to refer students who are struggling as well as those excelling to the coaches at any time during the semester. A schedule of the coaches’ regular hours can be found here: journalism.cuny.edu/current-students/coaching-hours/

Audiovisual Resources
You are welcome to incorporate audiovisual materials into class sessions. Requests for help with audiovisual presentations and equipment should be made to Lydia Lovell, lydia.lovell@journalism.cuny.edu. All classrooms are equipped with lecterns that can display Web sites, slide presentations, DVDs and audio.
Training on this equipment is available by appointment with Lydia. It’s also possible to bring in guest speakers via Skype or Zoom video conferencing. Copies of audio/video/broadcast footage from a wide array of sources can be ordered through the Research Center.

**In-state tuition and fees for our M.A. programs are ~ $18,770**

**NYCity News Service and Other News Outlets**
We encourage our students to publish their work. Additionally, Craft 1 and 2 and Reporting for Social J and Advanced Reporting for Social J must include a requirement that all students publish at least one piece of work each semester. Students can fulfill this requirement with work from any first or second semester class. The NYCity News Service, [nycitynewsservice.com](http://nycitynewsservice.com), is a means for students to have their course-generated pieces published in professional publications or Web sites, or shown on broadcast outlets. The service depends on submissions from faculty. Feel free to steer any piece you feel has potential -- whatever the medium -- to News Service Director Ellen Tumposky, ellen.tumposky@journalism.cuny.edu, 646-758-7736. Please also encourage students to submit their work directly to the News Service. While the focus of the News Service is community/neighborhood-based news, a good story is a good story, so don’t hesitate to pass along anything that seems engaging. The Mott Haven Herald and the Hunts Point Express are online and print community newspapers serving neighborhoods of the South Bronx. The editor is Joe Hirsch, joe.hirsch@journalism.cuny.edu.

**To qualify for graduation, each student must successfully complete a capstone – a piece of professional-quality journalism suitable for today’s journalism marketplace**
Capstones
To qualify for graduation, each student must successfully complete a capstone—a piece of professional-quality journalism suitable for today’s multimedia market. The capstone should be a significant piece of journalism. Any medium can provide the base for a capstone, but each project must showcase the essential reporting and communication proficiencies of a journalist. The capstone can comprise one major story or a set of related smaller stories built around a theme. It must be presented as a web page and demonstrate competence in at least three cross-platform or interactive skills, such as text, photography, audio, video, charts, timelines, or data visualizations. The multiple content elements of a capstone—for example a video, a story, and a photo gallery—should culminate in a cohesive presentation, where each element enlightens the storytelling. The multiple elements of the capstone should never feel “tacked on,” and must add context and have narrative value. The current capstone project guidelines can be found on the Research Center website: bit.ly/Capstone_Policy18

Capstone Supervising
The role of a capstone supervisor is to approve a student’s project, sign off on it during the first week of classes, update the administration on its progress during the mid-semester review, and finally to grade it AFTER you have received notification from the Research Center that the student has properly archived it. You may also feel inclined to meet with the student to answer questions or provide guidance as the project progresses or encounters hurdles. If you have any questions, please contact Associate Dean Mendelson.

Our students receive a stipend of $3,000 for any unpaid summer internships.


**Internship/Career Advice and Contacts**

All students must secure a summer internship following the second semester. The school subsidizes those who cannot find a paid internship. By the third semester, students are actively looking for permanent jobs. The Office of Career Services coaches students in how to get a job and maintains a roster of internships and current job openings. However, we depend on ALL of our faculty members to provide career advice to students upon request, to alert our Career Services staff to openings you hear about, and to help us with contacts at news organizations around the city. Our students have been enormously successful at finding internships and journalism jobs after they graduate, as a result of this “all hands” approach. If you have an internship or job lead/contact, please pass it on to the Office of Career Services.

**SPECIAL CIRCUMSTANCES**

**The Disabled Student**

If the school is aware that a student in your class has a disability, we will alert you and advise you of any special procedures for dealing with that student. If a student tells you that he/she has a disability after the semester starts, please see Yahaira Castro.

**The Ill Student**

Students may get ill during the semester. If they miss more than a couple of classes, they should present a doctor’s note detailing the nature and possible length of their illness. Even if you have enunciated a “no extensions” policy, you may want to rethink it when a student is genuinely unable to complete the work. Always feel free to consult with Anthony LaViscount or Yahaira Castro when you are in doubt as to how to proceed.

**The Pregnant Student**

If a student announces that she will need to miss classes and/or deadlines due to being pregnant, please consult with the Office of Student Affairs about any necessary accommodations. CUNY policy is this: “Absences due to medical conditions relating to pregnancy will be excused for as long as deemed
medically necessary by a student’s doctor and students will be given the opportunity to make up missed work.”

**Student Harassment**
Under Title IX of the Civil Right Law, “If a school knows or reasonably should know about student-on-student harassment that creates a hostile environment, Title IX requires the school to take immediate action to eliminate the harassment, prevent its recurrence, and address its effects.” This obligation for school intervention ranges from complaints alleging sexual harassment, sexual assault, stalking or intimate partner violence. It also extends to incidents that took place off-campus, as well as on-campus, and it extends to employees. If a student confides in you about an incident of harassment, do not keep it to yourself – you must report it to either Director of Security Pamela Drayton or to the Director of Student Affairs. Students, faculty or staff who are found, following applicable disciplinary proceedings, to have violated the CUNY Policy Against Sexual Harassment are subject to various penalties, including termination of employment and permanent dismissal from CUNY.

**Intimate Relations with Students**
Dating and sexual activity, even when consensual, are inappropriate when they occur between a faculty member and any student for whom s/he has a professional responsibility because of the unequal power dynamic. Therefore, under CUNY policy, faculty members are prohibited from engaging in intimate relationships with students for whom they have a professional responsibility such as teaching, counseling, grading, advising, or coaching.

**The Overworked Student**
Experience has shown that students are extremely eager to take on internships during the academic semester. Whether they believe this will give them a leg up on a summer placement or they just want some nuts-and-bolts experience, they often take on more than they can handle while taking part in our rigorous academic program. Students are limited to eight hours of internship time per week during the academic year. If you have a student who is regularly missing class or assignment deadlines because of outside work, speak to the student’s adviser and to the Office of Student Services.
Students are limited to eight hours of internship time per week during the academic year.

Student Safety — from the Student Handbook
As a regular part of your course requirements, you will be asked to venture into unfamiliar parts of the city and to cover incidents or events that may unexpectedly erupt into uncomfortable or dangerous situations. While instructors never knowingly put students at risk, occasionally situations may become unsafe. STUDENT SAFETY IS PARAMOUNT. If you feel you have been asked or are required to cover an event or story which makes you uncomfortable or nervous about your safety, discuss the assignment with your instructor or Associate Dean Mendelson. If you find yourself in a situation in which you fear for your safety, get out. There will be other stories.

Smoking, Drugs and Alcohol
CUNY facilities are smoke-free environments. No smoking is permitted at any time in the Graduate School of Journalism. Violation may result in disciplinary action. There is a strict, no-tolerance policy for illegal drugs by the Journalism School. Violation will result in dismissal. Alcohol – wine or beer only -- may only be consumed on school premises in the context of a celebration, such as an end-of-semester class or sponsored student function. If you want to bring wine or beer into the school for any such function, please notify Security and Facilities Director Pamela Drayton at least 24 hours in advance.

Epilogue
This handbook is not meant to be exhaustive. In fact, it couldn't possibly be, as each semester presents a different group of students with a new set of challenges and needs. It is meant as a starting point.

What is not discussed is the main reason you are here: the joy of teaching. And, as you will soon discover, there is plenty of that! Our journalism students are smart, funny, enthusiastic, intense, curious, and challenging. By all means, do
not permit the occasional hassles of a large bureaucracy and the wide variety of personalities you’ll encounter obscure the real reason you are here, which is to share your wisdom and experience with the journalists of tomorrow.