

A Letter from the President



It is my pleasure to introduce you to John Jay College of Criminal Justice.

Educating for justice is our mission. To accomplish this, we offer a rich liberal arts education focusing on the themes of fairness, equity and justice. We encourage robust debate on the critical issues facing our society, promote rigor in thinking and writing, and foster deep understanding of the human condition.

We celebrate the diversity of our student body. Our 14,000 students reflect the broad diversity of New York City itself, including different races, ethnic groups, ages, nationalities, religions and career interests. We consider John Jay a close-knit community, global in outlook, located on the West Side of Manhattan.

In this bulletin, you will learn about the undergraduate degrees that we offer in 20 criminal-justice related majors. These challenging programs meet the highest academic and professional standards. They prepare you for a wide range of careers and lay a foundation for graduate studies or law school.

Learning about these subjects at John Jay is at once thought-provoking and exciting because of our faculty. John Jay faculty are recognized experts in their areas of scholarship. Many are engaged in research projects around the world. Our faculty bring their real world experiences into the classroom. The faculty at John Jay enjoy fostering the academic success of their students.

Through this unique combination of distinguished faculty and innovative curriculum, we endeavor to prepare you to become ethically and socially responsible leaders for the global community.

I thank you for your interest in John Jay and hope to see you on our campus.

Jeremy Travis



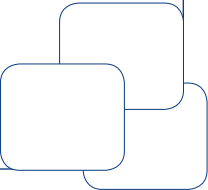
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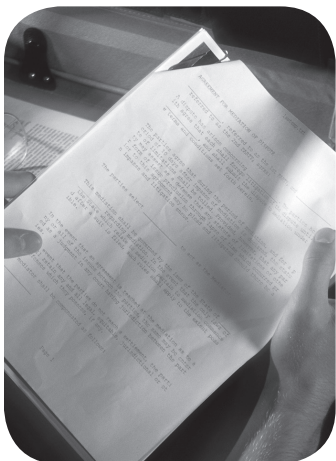
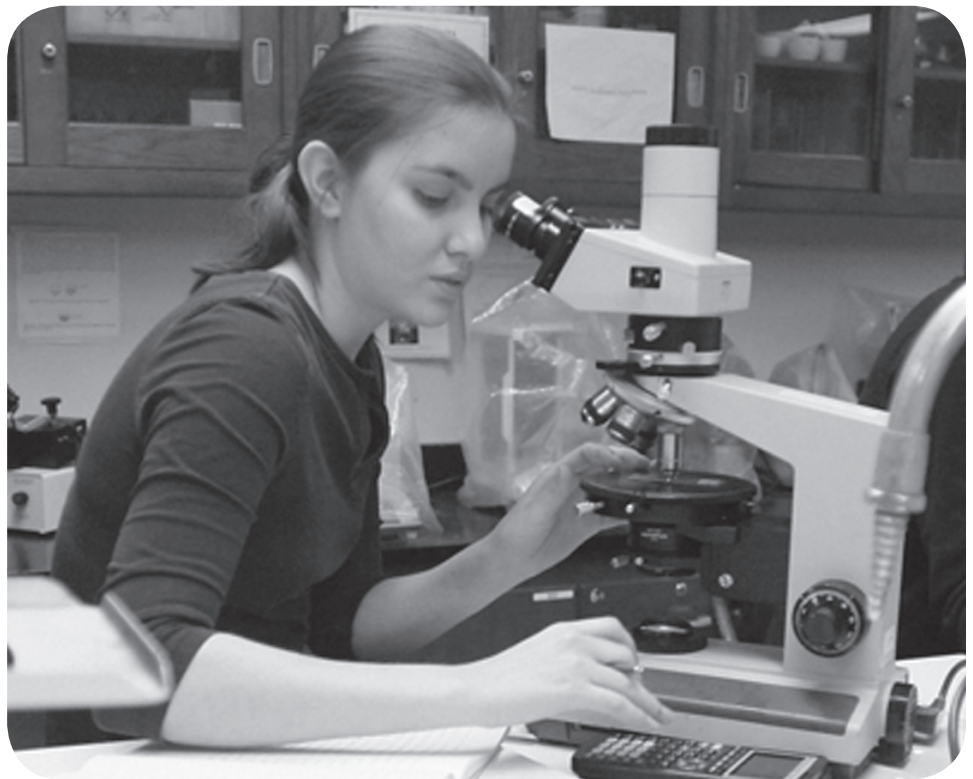
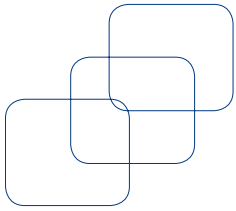
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1 Degrees Offered

JOHN JAY COLLEGE OF CRIMINAL JUSTICE OFFERS BACCALAUREATE DEGREES IN 20 FIELDS OF STUDY

**Computer Information Systems
in Criminal Justice and Public Administration (BS)**
Correctional Studies (BS)
Criminal Justice (BA & BS)
Criminal Justice Administration and Planning (BS)
Criminology (BA)
Deviant Behavior and Social Control (BA)
Economics (BS)
Fire Science (BS)
Fire and Emergency Service (BA)
Forensic Psychology (BA)
Forensic Science (BS)
Government (BA)
International Criminal Justice (BA)
Judicial Studies (BA) Please note: Students will no longer
be admitted to this program as of January 2009
Justice Studies (BA)
Legal Studies (BS)
Police Studies (BS)
Public Administration (BA)
Security Management (BS)

These programs enhance the academic and professional body of knowledge in the criminal justice and public service fields. Each program is intended to meet the special needs of pre-career, in-career and second-career students.

REQUIREMENTS FOR BACCALAUREATE DEGREES

John Jay College of Criminal Justice candidates for the baccalaureate degree (Bachelor of Arts or Bachelor of Science) must complete at least 120 credits, composed of the general education requirements, a major and electives (no more than 4 credits of physical education activities courses may be applied in this last category). To receive a baccalaureate degree from John Jay College, students must complete at least 30 credits of coursework in residence and at least 50 percent of their majors at the College. Any student may complete a dual major where such a major exists among departments and programs. Baccalaureate candidates may also complete an optional minor or one of the special programs offered by the College.

Baccalaureate Degree General Education Requirements

Exposure to the liberal arts and sciences helps to create well-rounded individuals who can communicate with people in different scholarly communities and can understand problems outside their specialized area of study. By promoting the integration, synthesis and application of knowledge, general education provides individuals with an awareness of their roles in a diverse culture and highlights their responsibilities to the larger community.

Candidates for the baccalaureate degree must complete 43-60 credits in general education. The number of credits is dependent upon exemptions. Students are encouraged to complete the English, mathematics and speech requirements within the first 30 credits of coursework. Students who do not complete these requirements within the first 60 credits will not be permitted to register for further coursework until these requirements have been fulfilled.

Students are advised to complete the required courses in history, literature, philosophy, ethnic studies and the social sciences (several are prerequisites for certain majors) within the first 60 credits. All remaining general education requirements should be completed within the first 96 credits or by the conclusion of the student's junior year.

Please note: In accordance with the CUNY Board of Trustees Transfer Policy, students who have earned an Associate of Arts degree (AA) or an Associate of Science degree (AS) from a CUNY college will be deemed to have automatically fulfilled the lower division general education requirements for the baccalaureate degree. Students may, however, still

BACCALAUREATE DEGREE GENERAL EDUCATION REQUIREMENTS

| | Credits |
|---|------------------------|
| I. Skills | Subtotal: 12-15 |
| English 101 or SEEK-English 095* | 3 |
| (These courses are a prerequisite for all courses at the 200-level.) | |
| English 201 (formerly English 102) | 3 |
| (This course is a prerequisite for all courses at the 300-level or above.) | |
| Speech 113 or SEEK-Speech 115 ¹ | 3 |
| Mathematics 104, or 105 or exemption ² | 0-3 |
| Mathematics 108 or 141 | 3 |
| II. Core Requirements | Subtotal: 15 |
| History 231 and 232 | 6 |
| Literature 230 or 231 and Literature 232 or 233 | 6 |
| Philosophy 231 | 3 |
| III. Distribution Requirements | Subtotal: 17-30 |
| A. Cultural Studies | |
| 1. Foreign Languages ³ | 0-6 |
| (Note: To take SPA 101, SPA 111, FRE 101, RUS 101, or RUS 113 a placement test is required before registering. The tests are administered in the Foreign Language Laboratory in Room 112W.) | |
| 2. Ethnic Studies | 3 |
| <i>Select one of the following three courses:</i> | |
| Ethnic Studies 123 Race and American Society: | |
| The African-American Experience | |
| Ethnic Studies 124 Puerto Ricans and Other | |
| Hispanics in American Society | |
| Ethnic Studies 125 Race and Ethnicity in America | |

be required to complete one additional course in a discipline required by John Jay College that was not part of the student's associate degree program. Students who have earned an Associate of Applied Science degree (AAS) from a CUNY college will have their general education courses applied on a discipline-by-discipline basis to John Jay College's lower division general education requirements. Students must fulfill all requirements for courses.

**BACCALAUREATE DEGREE
GENERAL EDUCATION REQUIREMENTS****Credits****III. Distribution Requirements** *continued*

3. Fine Arts 3

Select any 3-credit course in art or music or drama

(This course may not be used to satisfy major requirements.)

B. Social Sciences 6

Select two of the following:

Anthropology 101 Economics 101 or 102

Government 101 Psychology 101

Sociology 101

Students should consult their major prerequisites before choosing their social science courses.

C. Natural Sciences*** 0-4

Natural Science 107 or exemption

Select one of the following: 4-5

Environmental Science 108, Forensic Science 108, or Physics 108

Physics 101 or Physics 203

(calculus-based, for students with a strong math background)

Biology 103 or Chemistry 103

(for students with a strong science background)

D. Physical Education 1-3

Any course offered by the Department of Physical Education and Athletics except PED 172, for 1-3 credits or exemption⁵

Total: 44-60

*Students must enroll in ENG 101 or ENGS 095 in their first semester at the College, except for those who are required to take remedial or developmental work in writing. All students must pass ENG 101 or ENGS 095 before registering for ENG 201 (formerly English 102).

Placement in the required English and mathematics courses is based upon results achieved on the CUNY Skills Assessment Tests and upon

assessments by the Department of English and the Department of Mathematics and Computer Science. For information about the CUNY Skills Assessment Tests, see Chapter 5, Admission and Registration.

**Note: Students with a strong mathematics or science background without an exemption may satisfy the general education science requirement with two laboratory-based science courses such as BIO 103-104, CHE 103-104, PHY 101-102, PHY 203-204, or the equivalent, with permission of the Department of Sciences.

¹ Exemption from the speech requirement is granted by the Department of Communication and Theatre Arts based on extensive job-related public or small group speaking experience. Apply at the department when classes are in session. Students who are not fluent in spoken English should enroll in the sections of SPE 113 designated for non-native speakers of English. Students who require speech therapy should also apply to the department chair for special placement before they register for SPE 113.

² Placement in or exemption from a beginning mathematics course is determined by the student's score on the CUNY Mathematics Compass Test. Students exempt from MAT 105 can fulfill the mathematics requirement with either MAT 108, MAT 141 or MAT 241.

³ The foreign language requirement is a one-year sequence. It is strongly suggested that students seeking a baccalaureate degree complete the sequence within a three-semester period. Students who have completed three years of a language at the high school level, including a passing grade on a New York State Level III Regents Examination, are exempt from the foreign language requirement. Transfer students who can provide documentation showing they have successfully completed one year of a foreign language on the college level may have fulfilled the foreign language requirement. Students who take SPA 101 cannot fulfill the general education requirements by taking SPA 111. Students who take SPA 111 must also take SPA 112 or a higher level course to satisfy the general education requirements.

Please note: Students who can provide documentation of a high school degree from a foreign country and whose primary language is not English are exempt from the foreign language requirement but are not awarded any credits for that language. Students who receive a grade of three or higher on the Advanced Placement Examination in a foreign language in high school are exempt from the foreign language

requirement and will be awarded 6 credits, which may be applied toward a minor in a foreign language. Credit by examination (up to a maximum of 6 credits) or exemption by examination may be obtained by taking the CLEP examination. For additional information, see Chapter 5, Admission and Registration. In addition, American Sign Language shall be accepted on the same basis as all other languages in fulfillment of the College's foreign language requirement for graduation.

⁴ Students who have completed three years of science in high school (9th-year general science plus two years of New York State Regents credit) are exempt from taking NSC 107 but are still required to take another laboratory-based science course. To confirm exemption, students must fill out the appropriate form available at One Stop. Students who have completed two years of science in high school (9th-year general science plus one year of Regents credit) must take NSC 107 and one additional course, or pass a placement examination and then take one course other than NSC 107. Students cannot take NSC 107 after they have taken any other science course at John Jay College.

⁵ Students who have received physical education credit for their military training, or police, fire, or corrections academy, or other comparable agency training are exempt from this requirement.

REMEDIAL AND DEVELOPMENTAL COURSES

Entering students whose scores on the CUNY Skills Assessment Tests and whose assessments by the appropriate academic departments require that they enroll in remedial or developmental courses must do so within the first 20 credits taken at the College. Students who fail these courses are required to enroll in them again during the next semester of attendance.

The following remedial and developmental courses and their SEEK equivalents are offered at the College:

| | (SEEK EQUIVALENTS) |
|----------|--------------------|
| ENGW 100 | ENGS 093 and 094 |
| MAT 100 | MATS 095 |
| MAT 103 | |
| COM 101 | COMS 101 |
| COM 102 | COMS 102 |
| SPE 101 | |

Students who receive two grades of F, WU, R, or any combination thereof in any of the remedial or developmental courses listed above are not permitted to continue at the College. Students may not appeal the denial of registration.

BACCALAUREATE MAJORS

Students select a major upon application to the College.

Any student may complete a dual major where such a major exists among departments and programs. Majors may be changed at any time before graduation. To change a major, a student should complete an Undergraduate Declaration of Major Form. Forms are also available at One Stop and on the One Stop website

<http://johnjay.jjay.cuny.edu/os/aboutus.asp>.

John Jay College of Criminal Justice offers the following majors for baccalaureate degree candidates:

- Computer Information Systems in Criminal Justice and Public Administration (BS)
- Correctional Studies (BS)
- Criminal Justice (BA & BS)
- Criminal Justice Administration and Planning (BS)
- Criminology (BA)
- Deviant Behavior and Social Control (BA)
- Economics (BS)
- Fire Science (BS)
- Fire and Emergency Service (BA)
- Forensic Psychology (BA)
- Forensic Science (BS)
- Government (BA)
- International Criminal Justice (BA)
- Judicial Studies (BA) *(Students will no longer be admitted to this program as of January 2009)*
- Justice Studies (BA)
- Legal Studies (BS)
- Police Studies (BS)
- Public Administration (BA)
- Security Management (BS)

Students are urged to consult with an academic advisor or the major coordinator to plan their courses of study. Students may also consult *DegreeWorks*, an online tool, through the CUNY Portal at www.cuny.edu. Prerequisites for beginning each major are listed in each major description. Be aware that individual courses may have their own prerequisites. Students are advised to read carefully all course descriptions in this bulletin and consult *DegreeWorks* when planning their schedules, in addition to consulting with an advisor.

Please note: ENG 101 is a prerequisite for students wishing to enroll in 200-level courses and ENG 102 or ENG 201 is a prerequisite for students wishing to enroll in 300-level courses or above.

COMPUTER INFORMATION SYSTEMS
IN CRIMINAL JUSTICE AND
PUBLIC ADMINISTRATION

(Bachelor of Science)

The major in Computer Information Systems in Criminal Justice and Public Administration focuses on software development, information systems design and the modeling of public systems, using the techniques of operations research. In addition to fulfilling basic requirements in computer science, operations research and mathematics, students must complete an applied specialization in computer applications in either criminal justice or public administration.

Credits required. 42

Prerequisites: MAT 141*, 204, and 241–242. (MAT 141 fulfills the College’s general education requirements in mathematics.)

In the Public Administration Specialization, any one of the following courses:

ANT 101, ECO 101, GOV 101, PSY 101, or SOC 101 is a prerequisite for PAD 240. (This prerequisite also partially fulfills the general education requirement in the social sciences.)

* Students with a strong high school mathematics background that includes trigonometry and pre-calculus may be exempt from MAT 141. In such cases, consultation with the Department of Mathematics and Computer Science is suggested.

Advisors.

Department of Mathematics and Computer Science Professors:

- Ping Ji (212.237.8841, pji@jjay.cuny.edu)
- Jin Woo Kim (212.237.8927, jwkim@jjay.cuny.edu)
- Bilal Khan (212.237.8843, bkhan@jjay.cuny.edu)
- Mythili Mantharam (212.237.8844, mmantharam@jjay.cuny.edu)
- Douglas Salane (212.237.8836, dsalane@jjay.cuny.edu)
- Peter Shenkin (212.237.8925, pshenkin@jjay.cuny.edu)

For the Public Administration Specialization Professors:

- Warren Benton (212.237.8089, nbenton@jjay.cuny.edu)
- Patrick O’Hara (212.237.8086, pohara@jjay.cuny.edu)

Senior-level requirement. A senior seminar and an internship in the specialization selected by the student are required.

Additional Information. Students who enrolled for the first time at the College in September 2003 or thereafter must complete the major in the list as presented here. Students who enrolled prior to that date may choose to complete the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Credits

Part One.

Computer Foundation Courses

Subtotal: 18

Required

- Mathematics 271 Introduction to Computing and Programming*
- Mathematics 272 Object-Oriented Computing
- Mathematics 373 Advanced Data Structures
- Mathematics 374 Programming Languages
- Mathematics 375 Operating Systems
- Mathematics 377 Computer Algorithms

Part Two. Operations Research Requirement

Subtotal: 6

Required

- Mathematics 323 Operations Research Models I
- Mathematics 324 Operations Research Models II

Part Three.

Mathematics, Statistics And Computer Electives

Subtotal: 6

Select two. Early consultation with a major advisor is recommended.

Mathematics Electives

Mathematics 231 Linear Programming
Mathematics 243 Calculus III
Mathematics 301 Probability and Mathematical Statistics I
Mathematics 302 Probability and Mathematical Statistics II
Mathematics 310 Linear Algebra
Mathematics 351 Introduction to Ordinary Differential Equations
Mathematics 352 Applied Differential Equations
Mathematics 371 Numerical Analysis
Mathematics 410 Abstract Algebra

Computer Electives

Economics 275 Games, Decisions and Strategy
Mathematics 265 Data Processing Mastery
Mathematics 270 Security of Computers and Their Data
Mathematics 273 Graphics and Interface Programming
Mathematics 276 Systems Analysis and Design
Mathematics 277 Computers for Administrative Decision Making
Mathematics 278 Software Applications for Office Management
Mathematics 376 Artificial Intelligence
Mathematics 379 Computer Networking

Part Four. Applied Specialization

Subtotal: 12

Select one sequence: Public Administration or Criminal Justice

Public Administration

Required

Public Administration 240 Introduction to Public Administration
Public Administration 400 Quantitative Problems in
Public Administration
Public Administration 404 Practicum in Public Administration**

Select one

Public Administration 340 Planning
Public Administration 343 Administration of Financial Resources

Criminal Justice

Required

Mathematics 400 Quantitative Problems in Criminal Justice
Mathematics 404 Internship in Management Information Systems**
Mathematics 470 Database Systems in Criminal Justice

Select one

Mathematics 270 Security of Computers and Their Data
Mathematics 279 Data Communications and the Internet

Total: 42

* Required of all students unless they have sufficient experience with at least one computer language. Qualified individuals may substitute one computer course from Part Three with the approval of the chairperson of the Department of Mathematics and Computer Science.

**Students with appropriate experience, such as individuals who are working with criminal justice agencies and already possess computer experience, may be exempt from the internship with the approval of the chairperson of the Department of Mathematics and Computer Science.

CORRECTIONAL STUDIES

(Bachelor of Science)

The major in Correctional Studies is designed for students preparing for entry-level professional positions and for correctional professionals who wish to improve their skills and add to their knowledge. The major also prepares students for graduate study in this field.

Credits required. 36

Advisor. Professor Lior Gideon, Department of Law, Police Science and Criminal Justice Administration (**212.237.8991, lgideon@jjay.cuny.edu**)

Credits

Part One. Required Introductory Course

Subtotal: 3

Corrections 101 Institutional Treatment of the Offender

Part Two. Overview Courses

Subtotal: 6

Select two

African-American Studies Sociology 110
Race and the Urban Community

Degrees Offered

Anthropology 110/Psychology 110/Sociology 110

Drug and Alcohol Use and Abuse in American Society

Sociology 203 Criminology

Part Three. Corrections Courses

Subtotal: 15

Required

Corrections 201 The Law and Institutional Treatment

Corrections 250 Rehabilitation of the Offender

Corrections 320 Race, Class and Gender in a Correctional Context

Corrections 415 Major Works in Corrections

Corrections 430 Senior Seminar in Correctional Studies

Part Four. Specializations

Subtotal: 12

Choose Track A or Track B

A. Correctional Administration Track

Select four

Corrections 282 Principles of Correctional Operations

Corrections 401 Evaluating Correctional Methods and Programs

Corrections 402 The Administration of Community-Based

Correctional Programs

Public Administration 240 Introduction to Public Administration

Public Administration 340 Planning

B. Correctional Science Track

Select four

Corrections 202 The Administration of Correctional Programs for
Juveniles

Corrections 303 Comparative Correction Systems

Statistics 250 Principles and Methods of Statistics

Social Science Research 325 Research Methods in the
Behavioral Sciences

Total: 36

CRIMINAL JUSTICE

(Bachelor of Arts)

The Criminal Justice (BA) major provides opportunities for the study of many facets of the criminal justice system. This major will interest students who plan to attend graduate or professional school or to pursue careers in criminal justice or other public service agencies.

Credits required. 33

Prerequisites: GOV 101 and SOC 101. Students are strongly urged to complete SOC 101 and GOV 101 during their first year in the College. These courses fulfill the general education requirement in the social sciences. CRJ 101 is the required first course within the major and, like GOV 101 and SOC 101, is a prerequisite for many subsequent courses in the major.

Other courses also have prerequisites beyond courses previously taken in the major:

- In Concentration A, Psychology 101 is a prerequisite for Psychology 370/Law370.
- In Concentration B, African-American Studies Sociology 110 or 121 is a prerequisite for African-American Studies Sociology 215.
- In Concentration C, Public Administration 240 is a prerequisite for Public Administration 360.
- In Concentration D, Corrections 101 is a prerequisite for Corrections 320, Corrections 201 is a prerequisite for Corrections 415, and Psychology 101 is a prerequisite for Psychology 272.
- In Concentration E, Psychology 242 is a prerequisite for Psychology 372.
- In Part Five, Humanistic Perspectives on Criminal Justice, Puerto Rican/Latin American Studies Literature 107 and 108 require an understanding of spoken Spanish. (*English 102 or 201 is a prerequisite for Spanish 208.*)

Advisor. Professor Barry Latzer, Department of Government
(212.237.8192, blatzer@jjay.cuny.edu)

Baccalaureate/Master's Program in Criminal Justice.

Qualified undergraduate students may enter the Baccalaureate/Master's Program and graduate with both a bachelor's and a master's degree in criminal justice. For additional information, contact Professor Chitra Raghavan, Department of Psychology (212.237.8417, bamadirector@jjay.cuny.edu).

Study abroad. Students in the College's Study Abroad Program may use some of their study abroad credits to substitute for related courses in the major. With regard to particular courses, the student should consult with the advisor for the major. For information about the College's Study Abroad Program, contact Mr. Paul A. Wyatt (212.237.8871, pawyatt@jjay.cuny.edu).

Senior-level requirement. In Part IV, students must complete **one 300-level course** in any concentration and **one 400-level course** in their chosen concentration.

Additional information. Students who enroll for the first time at the College in September 2008 or thereafter must complete the major in the form presented in this bulletin. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Credits

Part One. Core Courses

Subtotal: 9

Required

Criminal Justice 101 Introduction to Criminal Justice
Law 203 Constitutional Law
Sociology 203 Criminology

Part Two. Criminal Justice Institutions

Subtotal: 9

Required

Corrections 201 The Law and Institutional Treatment
Law 206 The American Judiciary
Police Science 201 Police Organization and Administration

Part Three. Skills

Subtotal: 3

Select one

Social Science Research 325 Research Methods in the Behavioral Sciences
Statistics 250 Principles and Methods of Statistics

Part Four. Concentrations-of-choice

Subtotal: 9

Select one concentration and complete three courses in it with at least one course at the 400-level.

Concentration A. Law and Due Process

Anthropology 330 American Cultural Pluralism and the Law
Criminal Justice 425 Seminar on Major Works in Criminal Justice
Government 215 The Legislative Process
Government 230 Principles of Constitutional Development
Government 313/Law 313 The Law and Politics of Race Relations
Government 375 Seminar in Law, Order, Justice and Society

Government 430 Problems in Civil Rights and Civil Liberties
History 277 American Legal History
Law 301 Jurisprudence
Law 310/Philosophy 310 Ethics and Law
Law 401 Problems of Constitutional Development
Psychology 370/Law 370 Psychology and the Law
Puerto Rican/Latin American Studies Justice 322 Civil Rights and Civil Liberties in the Urban Latina/o Communities
Sociology 305 Sociology of Law

Concentration B. The Police and the Community

African-American Studies Sociology 215 The Police and the Ghetto
Criminal Justice 425 Seminar on Major Works in Criminal Justice
Philosophy 321/Criminal Justice 321 Police Ethics
Police Science 202 Police and Community Relations
Police Science 204 The Patrol Function
Police Science 207 The Investigative Function
Police Science 235 Women in Policing
Police Science 245 Community Policing
Police Science 301 The Police Manager
Police Science 309 Comparative Police Systems
Police Science 401 Seminar in Police Problems
Psychology 271/Police Science 271 The Psychological Foundations of Police Work

Concentration C. The Courts and the Criminal Justice System

Criminal Justice 425 Seminar on Major Works in Criminal Justice
Government 308 State Courts and State Constitutional Law
Government 435 Seminar in Judicial Processes and Politics
Law 202 Law and Evidence
Law 204 Criminal Law of New York
Law 209 Criminal Law
Law 212 The Criminal Process and the Criminal Procedure Law
Philosophy 322/Criminal Justice 322 Judicial and Correctional Ethics
Public Administration 360 Court Administration
Sociology 206 The Sociology of Dispute Resolution

Concentration D. Corrections

Criminal Justice 425 Seminar on Major Works in Criminal Justice
Corrections 202 The Administration of Correctional Programs for Juveniles

Degrees Offered

Corrections 282 Principles of Correctional Operations
 Corrections 303 Comparative Correction Systems
 Corrections 320 Race, Class and Gender in a Correctional Context
 Corrections 415 Major Works in Corrections
 Philosophy 322/Criminal Justice 322 Judicial and Correctional Ethics
 Psychology 272 Correctional Psychology
 Sociology 216 Probation and Parole: Principles and Practices
 Sociology 301 Penology

Concentration E. Crime and Society

Anthropology 110/Psychology 110/Sociology 110
 Drug Use and Abuse in American Society
 Anthropology 230 Culture and Crime
 Criminal Justice 236/Sociology 236 Victimology
 Criminal Justice 425 Seminar on Major Works in Criminal Justice
 Economics 170 Introduction to the Economics of Crime and
 Social Problems
 Economics 315/Police Science 315 An Economic Analysis of Crime
 Economics 360/Sociology 360 Corporate and White Collar Crime
 History 320 The History of Crime and Punishment in the United States
 Police Science 405 Organized Crime in America
 Puerto Rican/Latin American Studies Law 325
 The Latina/o Experience of Criminal Justice
 Psychology 372 Psychology of Criminal Behavior
 Sociology 215 Social Control and Gender: Women in American Society
 Sociology 309 Juvenile Delinquency
 Sociology 420/Criminal Justice 420 Women and Crime

Part Five.

Humanistic Perspectives On Criminal Justice Subtotal: 3

Select one

Drama 225 Criminal Justice in the Theater
 Government 319 Gender and the Law
 History 219 Violence and Social Change in America
 History 224 The History of Crime in New York City
 History 325 Criminal Justice in European Society: 1750 to the Present
 Literature 315 American Literature and the Law
 Literature 327 Crime and Punishment in Literature
 Puerto Rican/Latin American Studies Literature 107
 Criminal Justice Themes in Poetry and Drama

Puerto Rican/Latin American Studies Literature 108
 Criminal Justice Themes in the Essay, Short Story and Novel
 Spanish 208 The Theme of Justice in 20th-Century Spanish Literature

Total: 33

CRIMINAL JUSTICE

(Bachelor of Science)

The Criminal Justice (BS) major provides a broad understanding of major components of the criminal justice system. It will interest students who plan careers in various law enforcement, judicial, or correctional agencies at the local, state, or federal level. It also provides an academic foundation for students who plan to attend graduate or professional schools. The Bachelor of Science degree differs from the Bachelor of Arts degree because of its emphasis on the institutions of criminal justice, particularly the police, courts and corrections.

Credits required. 33

Prerequisites: GOV 101 and SOC 101. Students are strongly urged to complete these courses during their first year in the College. These courses fulfill the College's general education requirements in the social sciences. CRJ 101 is the required first course within the major and is a prerequisite for many subsequent courses in the major.

Other courses also have prerequisites beyond courses previously taken in the major:

- In Part II, Category A, Police Science 216 requires an understanding of Windows software.
- In Part II, Category A, Public Administration 240 is a prerequisite for Public Administration 241.
- In Part II, Category B, English 250 or Speech 285 is a prerequisite for Law 350.
- In Part IV, Psychology 101 is a prerequisite for Psychology 370/ Law 370; Public Administration 360 is a prerequisite for Law420/Public Administration 420; and Public Administration 240 is a prerequisite for Public Administration 360.
- In Part V, Psychology 101 is a prerequisite for Psychology 272, and Corrections 201 is a prerequisite for Corrections 415.

Advisor. Professor Barry Latzer, Department of Government
(212.237.8192, blatzer@jjay.cuny.edu)

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(212.237.8417, bamadirector@jjay.cuny.edu).

Study abroad. Students in the College's Study Abroad Program may use some of their study abroad credits to substitute for related courses in the major. With regard to particular courses, the student should consult with the advisor for the major. For information about the College's Study Abroad Program, contact Mr. Paul A. Wyatt (212.237.8871, pawyatt@jjay.cuny.edu).

Additional requirement. As part of this major, at least one course from PART THREE, PART FOUR or PART FIVE must be at the **300-level or above**.

Additional information. Students who enroll for the first time at the College in September 2008 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Credits

Part One. Core Requirements

Subtotal: 6

Criminal Justice 101 Introduction to Criminal Justice
Law 203 Constitutional Law

Part Two. Skills

Subtotal: 6

Select one course from Category A and one from Category B.

Category A. Computer Skills

Select one

Criminal Justice 255 Computer Applications in Criminal Justice
Mathematics 279 Data Communications and the Internet
Police Science 216 Crime Mapping
Public Administration 241 Computer Applications in
Public Administration

Category B. Research Skills

Select one

Law 350 Introduction to Legal Research
Mathematics 220/Police Science 220/Fire Science 220
Survey of Concepts of Operations Research
Social Science Research 325 Research Methods in the
Behavioral Sciences
Statistics 250 Principles and Methods of Statistics

Part Three. Police

Subtotal: 6

Select two

Criminal Justice 321/Philosophy 321 Police Ethics
Police Science 201 Police Organization and Administration
Police Science 202 Police and Community Relations
Police Science 204 The Patrol Function
Police Science 207 The Investigative Function
Police Science 210 Colloquium on Criminal Justice Literature
Police Science 227 Police Training Programs: Goals, Content and
Administration
Police Science 235 Women in Policing
Police Science 245 Community Policing
Police Science 271/Psychology 271 Psychological Foundations of
Police Work
Police Science 301 The Police Manager
Police Science 303 Personnel Administration and Supervision
Police Science 309 Comparative Police Systems
Police Science 315/Economics 315 An Economic Analysis of Crime
Police Science 340 Planning for Police Operations and Management
Police Science 350 Police Labor Relations
Police Science 355 Money and the Police Manager
Police Science 405 Organized Crime in America
Police Science 415 Seminar in Terrorism
Security 310 Emergency Planning

Part Four. Law And The Courts

Subtotal: 6

Select two

Anthropology 330 American Cultural Pluralism and the Law
Government 308 State Courts and State Constitutional Law
History 277 American Legal History
Law 202 Law and Evidence
Law 204 Criminal Law of New York

Law 206 The American Judiciary
 Law 209 Criminal Law
 Law 212 The Criminal Process and Code of Criminal Procedures
 Law 259/Government 259 Comparative Criminal Justice Systems
 Law 301 Jurisprudence
 Law 310/Philosophy 310 Ethics and Law
 Law 313/Government 313 The Law and Politics of Race Relations
 Law 340 Employment Discrimination Law, Affirmative Action and
 Police Organization
 Law 370/Psychology 370 Psychology and the Law
 Law 401 Problems of Constitutional Development
 Law 420/Public Administration 420 Contemporary Administration
 and the Judiciary
 Public Administration 360 Court Administration
 Sociology 305 The Sociology of Law

Part Five. Corrections

Subtotal: 6

Select two

Corrections 201 The Law and Institutional Treatment
 Corrections 202 Administration of Correctional Programs for
 Juveniles
 Corrections 230/Police Science 230 Sex Offenders in the
 Criminal Justice System
 Corrections 282 Principles of Correctional Operations
 Corrections 303 Comparative Correction Systems
 Corrections 320 Race, Class and Gender in a Correctional Context
 Philosophy 322/Criminal Justice 322 Judicial and Correctional Ethics
 Psychology 272 Correctional Psychology
 Sociology 216 Probation and Parole: Principles and Practices
 Sociology 301 Penology

Part Six. Senior Requirement

Subtotal: 3

Select one

Corrections 415 Major Works in Corrections
 Criminal Justice 425 Seminar on Major Works in Criminal Justice
 Government 435 Seminar in Judicial Processes and Politics
 Police Science 401 Seminar in Police Problems

Total: 33

CRIMINAL JUSTICE ADMINISTRATION AND PLANNING

(Bachelor of Science)

The Criminal Justice Administration and Planning major focuses on planning, policy analysis, policy implementation and management as applied to the criminal justice system. The major is designed to introduce students to the American criminal justice system, expose students to management issues and methods based on a chosen area of the criminal justice system or disciplinary perspective, introduce ethical considerations, and provide students with basic academic and management skills.

Credits required. 36

Prerequisite: GOV 101

Required courses in the Juvenile Justice concentration also require SOC 101 as a prerequisite. Required courses in the Economics and Crime and Analysis of Economic Crime concentrations also require ECO 101 as a prerequisite. Each of these courses partially fulfills the general education requirements in the social sciences.

Advisor. Professor Richard Culp, Department of Public Management
(212.237.8929, rculp@jjay.cuny.edu)

Baccalaureate/Master's Program in Criminal Justice Administration and Planning. Qualified undergraduate students may enter the Baccalaureate/Master's Program and thereby graduate with both a bachelor's in criminal justice administration and planning, and either a master's in criminal justice or the Master of Public Administration degree. For additional information, contact Professor Chitra Raghavan
(212.237.8417, bamadirector@jjay.cuny.edu).

Additional information. Students who enrolled for the first time at the College in September 2005 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Credits

Part One. Foundation Courses

Subtotal: 9

Required

Criminal Justice 101 Introduction to Criminal Justice
Law 203 Constitutional Law
Public Administration 240 Introduction to Public Administration

Part Two. Management Science

Subtotal: 9

Required

Public Administration 241 Computer Applications in
Public Administration

Select one

Public Administration 346 Administration of Personnel Resources
Economics 280 Economics of Labor

Select one

Public Administration 343 Administration of Financial Resources
Economics 250 Introduction to Accounting

Part Three. Criminal Justice Planning And Policy Analysis

Subtotal: 6

Required

Public Administration 348 Justice Planning and Policy Analysis
Public Administration 445 Seminar in Justice Administration
and Planning

Part Four. Concentration-of-choice

Subtotal: 12

Select one concentration; four courses must be completed in the selected concentration.

Category A. Law Enforcement

Required

Criminal Justice 321/Philosophy 321 Police Ethics
Police Science 201 Police Organization and Administration
Police Science 301 The Police Manager

Electives

Select one

Physical Education 230 Stress Management in Law Enforcement
Police Science 202 Police and Community Relations
Police Science 204 The Patrol Function

Police Science 309 Comparative Police Systems
Police Science 340 Planning for Police Operations and Management
Police Science 401 Seminar in Police Problems
Public Administration 404 Practicum in Public Administration

Category B. Courts

Required

Criminal Justice 322/Philosophy 322 Judicial and Correctional Ethics
Public Administration 360 Court Administration
Public Administration 420/Law 420 Contemporary Administration
and the Judiciary

Electives

Select one

Government 308 State Courts and State Constitutional Law
Government 435 Seminar in Judicial Processes and Politics
Law 206 The American Judiciary
Public Administration 404 Practicum in Public Administration

Category C. Corrections

Required

Criminal Justice 322/Philosophy 322 Judicial and Correctional Ethics
Corrections 282 Principles of Correctional Operations

Electives

Select two

Corrections 202 The Administration of Correctional Programs
for Juveniles
Corrections 250 Rehabilitation of the Offender
Corrections 320 Race, Class and Gender in a Correctional Context
Corrections 401 Evaluating Correctional Methods and Programs
Corrections 402 Community-Based Correctional Programs
Corrections 415 Major Works in Corrections
Public Administration 404 Practicum in Public Administration

Category D. Juvenile Justice

Required

Corrections 202 The Administration of Correctional Programs
for Juveniles
Psychology 477/Sociology 477 Advanced Seminar in Youth,
the Family and Criminal Justice
Sociology 309 Juvenile Delinquency

Electives

Select one

Police Science 306 Police Work with Juveniles
 Psychology 275 Family Conflict and the Family Court
 Public Administration 404 Practicum in Public Administration

Category E. Economics and Crime

Required

Economics 170 Introduction to the Economics of Crime and
 Social Problems

Electives

Select three

African-American Studies Economics 250 Political
 Economy of Racism (formerly AAE 290)
 Economics 215 Economics of Regulation and the Law
 Economics 231 Global Economic Development and Crime
 Economics 245 International Economics
 Economics 265 Public Sector Economics and Policy
 Economics 270 Urban Economics
 Economics 315/Police Science 315 An Economic Analysis of Crime
 Economics 360/Sociology 360 Corporate and White Collar Crime
 Fire Science 104 Risk Management

Category F. Analysis of Economic Crime

Required courses

Accounting 307 Introduction to Forensic Accounting
 Economics 251 Introduction to Managerial Accounting

Electives

Select two

Economics 215 Economics of Regulation and the Law
 Economics 360/Sociology 360 Corporate and White Collar Crime
 Law 202 Law and Evidence
 Police Science 207 The Investigative Function

Total: 36

CRIMINOLOGY

(Bachelor of Arts)

The Criminology major focuses on the nature and causes of crime, the behavior of criminals, and how society reacts to crime and criminals. The major contains courses in sociology, other social science disciplines and the humanities. Students who are planning to attend graduate or professional schools and students who are currently working in criminal justice or other public service fields as well as those planning to do so in the future will find this major of interest.

Credits required. 33

Prerequisites: SOC 101 and PSY 101. These courses fulfill the College's general education requirements in the social sciences.

Honors Option. Students with a cumulative 3.5 grade point average are eligible for a Criminology Honors track. The Honors track requires completion of 9 additional credits to include Social Science Research 325, Statistics 250 and a two-semester research internship or independent study (6 credits). Consult the major advisor for further information.

Advisor. Professor Douglas Thompkins, Department of Sociology
(212.484.1118, dthompkins@jjay.cuny.edu)

Additional information. Certain courses are offered only in fall semesters and others only in spring semesters. Students who enrolled for the first time at the College in September 1996 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Credits

Subtotal: 15

Part One. Basic Requirements

Category A. Disciplinary Foundations

Select three of the following

Sociology 203 Criminology
 Sociology 240 Social Deviance
 Sociology 309 Juvenile Delinquency
 Sociology 314 Theories of Social Order

Category B. Multi-Disciplinary Foundations

Select one of the following

Anthropology 230 Culture and Crime
Economics 170 Introduction to the Economics of
Crime and Social Problems
Psychology 242 Abnormal Psychology

Category C. Research Foundations

One of the following courses is required; both are recommended

Social Science Research 325 Research Methods in the
Behavioral Sciences
Statistics 250 Principles and Methods of Statistics

Part Two. Criminology Elective Areas **Subtotal: 15**

Select five courses. At least one must be chosen in each category.

Category A. The Nature and Etiology of Crime

Anthropology 110/Psychology 110/Sociology 110 Drug Use and
Abuse in American Society
Economics 315/Police Science 315 An Economic Analysis of Crime
Police Science 405 Organized Crime in America
Psychology 232 The Psychology of Adolescence and the
Adolescent Offender
Sociology 206 The Sociology of Conflict and Dispute Resolution
Sociology 305 The Sociology of Law
Sociology 308 The Sociology of Violence
Sociology 360/Economics 360 Corporate and White Collar Crime

Category B. The Relationship of Crime to Other Aspects of Society

African-American Studies Sociology 215 Police and the Ghetto
Anthropology 315 Systems of Law
Criminal Justice 420/Sociology 420 Women and Crime
Law 310/Philosophy 310 Ethics and Law
Literature 327 Crime and Punishment in Literature
Puerto Rican/Latin American Studies Sociology 401 Seminar in
Latina/o Issues: Gender, Race, Ethnicity and the Legal System
Sociology 236/Criminal Justice 236 Victimology
Sociology 335 Migration and Crime
Sociology 401 Problems of Minority Groups

Category C. Societal Treatment of Crime

Anthropology 330 American Cultural Pluralism and the Law
Anthropology 340 Anthropology and the Abnormal

History 320 The History of Crime and Punishment in the United States
History 325 Criminal Justice in European Society:
From 1750 to the Present
Psychology 272 Correctional Psychology
Psychology 372 Psychology of Criminal Behavior
Puerto Rican/Latin American Studies Justice 325
The Latina/o Experience of Criminal Justice
Sociology 301 Penology

Part Three. Senior Seminar

Subtotal: 3

Required of all students

Sociology 440 Senior Seminar (Criminology)

Total: 33

DEVIANT BEHAVIOR AND SOCIAL CONTROL

(Bachelor of Arts)

The major in Deviant Behavior and Social Control (DBSC) is designed to provide students with a basic interdisciplinary understanding of important social problems and institutional responses to treat and control them. This foundation is enhanced by a comprehensive understanding of cultural variation and macro- and micro-social and historical contexts as these apply to human conflict. This major also teaches students the ethnographic and ethnological perspectives and skills used in professional field research, while maintaining strong interdisciplinary content. The DBSC major prepares students to be professionally effective in diverse and challenging fields including social services, protective and corrective services, probation, parole, community reintegration and treatment. The research, writing, and interdisciplinary theoretical training provide majors with the



Degrees Offered

background necessary for graduate programs in social work, law, or the social sciences. The core requirements pertain to theory, ethnographic methods, cross-cultural research and analysis, while electives demonstrate applications of both theory and method to particular problems.

Credits required. 33

Prerequisites: ANT 101 and SOC 101. These courses fulfill the College's general education requirements in the social sciences.

Advisor. Professor Gerrie Casey, Department of Anthropology
(212-237-8979, gcasey@jjay.cuny.edu)

Additional Information. Students who enrolled for the first time at the College in September 2003 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Credits

Part One. Anthropology Core

Subtotal: 15

Required

Anthropology 210 Sex and Culture
Anthropology 212 Applied Anthropology
Anthropology 315 Systems of Law
Anthropology 340 Anthropology and the Abnormal
Anthropology 450/Psychology 450/Sociology 450
Major Works in Deviance and Social Control

Part Two. Interdisciplinary Core

Subtotal: 6

Required

Statistics 250 Principles and Methods of Statistics

Select one

Psychology 221 Social Psychology
Sociology 314 Theories of Social Order

Part Three. Interdisciplinary Concentrations

Subtotal: 12

Select four of the following courses. Only two may be at the 100-level.

Students are encouraged, but not required, to take at least two courses in one of the concentrations below.

A. Alcohol and Substance Abuse

African-American Studies Justice 210 Drugs and Crime in Africa
Anthropology 110/Psychology 110/Sociology 110 Drug and
Alcohol Use and Abuse in American Society
Anthropology 264 Anthropology of Alcohol Use
Literature 269 Alcoholism and Literature
Psychology 255 Group Dynamics in Chemical Dependency Counseling
Psychology 266 Psychology of Alcoholism and Substance Abuse
Psychology 268 Therapeutic Interventions in Chemical Dependency
Psychology 331/Counseling 331 Assessment and Clinical Evaluation in
Chemical Dependency Counseling
Psychology 350/Counseling 350 Advanced Topics in Chemical
Dependency Counseling
Psychology 480 Ethical and Professional Issues in Chemical
Dependency Counseling
Puerto Rican/Latin American Studies Justice 250
Drugs, Crime and Law in Latin America
Sociology 160 Social Aspects of Alcohol Use
Sociology 161 Chemical Dependency and the Dysfunctional Family
Sociology 435 Current Controversies in Alcoholism and
Substance Abuse

B. Criminal Deviance

African-American Studies Justice 230/Puerto Rican/
Latin American Studies Justice 230
Comparative Perspectives on Crime in the Caribbean
Anthropology 230 Culture and Crime
Economics 170 Introduction to the Economics of Crime and
Social Problems
Economics 315/Police Science 315 An Economic Analysis of Crime
Literature 327 Crime and Punishment in Literature
Psychology 372 Psychology of Criminal Behavior
Sociology 203 Criminology
Sociology 240 Social Deviance
Sociology 308 Sociology of Violence
Sociology 335 Migration and Crime
Sociology 351 Crime and Delinquency in Asia
Sociology 360/Economics 360 Corporate and White Collar Crime
Sociology 420/Criminal Justice 420 Women and Crime

C. Identity and Inequality in America

African-American Studies Economics 250

Political Economy of Racism (formerly AAE 290)

African-American Studies Sociology 237 Institutional Racism
(formerly AAS 293)

Anthropology 201 Culture Contact

Anthropology 208 Cities and Culture

History 214 Immigration and Ethnicity in the United States

Puerto Rican/Latin American Studies Sociology 241 Puerto Rican/
Latina/o Experience in Urban United States Settings

Puerto Rican/Latin American Studies Sociology 255

The Latin American Woman

Puerto Rican/Latin American Studies Sociology 267

History of Caribbean Migrations to the United States

Sociology 215 Social Control and Gender:

Women in American Society

D. Law and Criminal Justice Systems

African-American Studies Justice 220 Law and Justice in Africa
(formerly AAJ 293)

African-American Studies Sociology 215 Police and the Ghetto

Anthropology 330 American Cultural Pluralism and the Law

Corrections 101 Institutional Treatment of the Offender

Corrections 201 The Law and Institutional Treatment

Corrections 202 The Administration of Correctional Programs
for Juveniles

Corrections 250 Rehabilitation of the Offender

Economics 215 Economics of Regulation and the Law

Government 250 International Law and Justice

Government 313/Law 313 The Law and Politics of Race Relations

Government 320 International Human Rights

Government 375 Law, Order, Justice and Society

History 320 History of Crime and Punishment in the United States

Philosophy 310/Law 310 Ethics and Law

Police Science 101 Introduction to Police Studies

Police Science 201 Police Organization and Administration

Police Science 235 Women in Policing

Psychology 370/Law 370 Psychology and the Law

Puerto Rican/Latin American Studies Corrections 201

Latinas/os and the Correctional System

Puerto Rican/Latin American Studies History 261 Revolution and
Social Change in Contemporary Latin America

Puerto Rican/Latin American Studies Justice 220

Human Rights and Law in Latin America

Puerto Rican/Latin American Studies Justice 322

Civil Rights and Civil Liberties in Urban Latina/o Communities

Puerto Rican/Latin American Studies Justice 325

The Latina/o Experience of Criminal Justice

Sociology 216 Probation and Parole: Principles and Practices

Sociology 301 Penology

Sociology 305 Sociology of Law

E. Medical and Psychiatric Treatment

African-American Studies Psychology 240/Psychology 240

Psychology of Oppression

Anthropology 445/Psychology 445 Culture, Psychopathology
and Healing

Psychology 228 Psychology and Women

Psychology 234 Psychology of Human Sexuality

Psychology 236 Group Dynamics

Psychology 242 Abnormal Psychology

Psychology 268 Therapeutic Intervention in Alcoholism

Psychology 272 Correctional Psychology

Psychology 342/Counseling 342 Introduction to Counseling Psychology

Psychology 442 Key Concepts in Psychotherapy

Puerto Rican/Latin American Studies Sociology 321

Puerto Rican/Latina/o Community Fieldwork

Sociology 380 Laboratory in Dispute Resolution Skill Building

F. Child and Family Studies

Anthropology 224 Death, Dying and Society: A Life

Crises Management Issue

History 221 Sex and the Family in American History

Psychology 202 The Family: Change, Challenges and Crisis Intervention

Psychology 232 Psychology of Adolescence and the Adolescent Offender

Psychology 275 Family Conflict and the Family Court

Puerto Rican/Latin American Studies History 265

Class, Race and Family in Latin American History

Sociology 309 Juvenile Delinquency

Total: 33

ECONOMICS

(Bachelor of Science)

Economics is the study of how people and societies make choices to accomplish individual and social purposes. In this major, students learn about individual, national and global economic behavior, and then apply theoretical insights and methods of analysis to contemporary challenges involving crime, social justice, and the investigation of fraud and corruption.

Credits required. 36

Prerequisites: GOV 101 and ECO 101. These courses are prerequisites to required courses which also partially fulfill the College's general education requirements in the social sciences. Transfer students who have completed 18 credits or more in economics and/or accounting are waived from the ECO 101 prerequisite.

Please note: SOC 203 is a prerequisite for ECO 315/PSC 315 An Economic Analysis of Crime.

Students considering graduate programs in economics should consider additional mathematics and statistics courses as free electives, part of a minor, or as electives within Concentration A. Concentration A includes MAT 241 Calculus I and MAT 242 Calculus II as course options. MAT 241 requires MAT 141, which can fulfill general education requirements. Students are strongly advised to discuss graduate school options early in their progression through the major.

Advisor. Professor Jay Hamilton, Department of Economics ([212.237.8093, jhamilton@jjay.cuny.edu](mailto:jhamilton@jjay.cuny.edu)) or for Forensic Financial Analysis specialization Professor Randy LaSalle, Department of Economics ([212.237.8929, rlasalle@jjay.cuny.edu](mailto:rlasalle@jjay.cuny.edu))

Credits

Part One. Economic Foundations

Subtotal: 12

Required

Accounting 250 Introduction to Accounting
Accounting 307 Introduction to Forensic Accounting
Economics 220 Macroeconomics
Economics 225 Microeconomics

Part Two. Interdisciplinary Perspectives

Subtotal: 9

Required

Criminal Justice 101 Introduction to Criminal Justice
Law 202 Law and Evidence
Statistics 250 Principles and Methods of Statistics

Part Three. Capstone

Subtotal: 3

Select one

Economics 4XX Seminar in Economics and Crime
(recommended for Specializations A or B)
Accounting 4YY Seminar in Forensic Financial Analysis
(recommended for Specializations B or C)

Part Four. Specializations

Subtotal: 12

Select one specialization. Four courses must be completed in the specialization selected.

Specialization A. Economic Analysis

Required

Economics 315/Police Science 315 An Economic Analysis of Crime

Electives - Select three

African-American Studies Economics 250 Political Economy of Racism
Economics 231 Global Economic Development and Crime
Economics 245 International Economics
Economics 260 Environmental Economics Regulation and Policy
Economics 265 Introduction to Public Sector Economics
Economics 270 Urban Economics
Economics 280 Economics of Labor
Economics 360/Sociology 360 Corporate and White Collar Crime
Fire Science 104 Risk Management
Mathematics 241 Calculus I
Mathematics 242 Calculus II

Specialization B. Investigation of Economic Crimes

Required

Accounting 251 Introduction to Management Accounting
Economics 315/Police Science 315 An Economic Analysis of Crime

Electives

Select two

Accounting 3XX Forensic Accounting and Auditing I
Economics 215 Economics of Regulation and the Law
Economics 260 Environmental Economics Regulation and Policy
Economics 360/Sociology 360 Corporate and White Collar Crime
Police Science 207 The Investigative Function

Specialization C. Forensic Financial Analysis

Required

Accounting 3XX Forensic Accounting and Auditing I
Accounting 3YY Forensic Accounting and Auditing II

Electives

Select two

Economics 215 Economics of Regulation and the Law
Economics 235 Economics of Finance
Economics 330 Quantitative Methods for Decision Makers
Economics 360/Sociology 360 Corporate and White Collar Crime
Law 203 Constitutional Law

Total: 36

FIRE SCIENCE

(Bachelor of Science)

The major in Fire Science prepares students for careers in fire protection and for graduate-level protection studies.

Credits required. 48

Prerequisites: MAT 241 is the prerequisite for PHY 203. MAT 242 is a co-requisite for PHY 203. These courses will fulfill the mathematics general education requirements.

MAT 242 and PHY 203 are prerequisites for PHY 204.

The prerequisite for CHE 103 is placement into MAT 141 or higher; or placement into MAT 104 or MAT 105 and a score of 80% or higher in the New York State Chemistry Regents. Placement is determined by the CUNY Mathematics Compass Exam. Students who did not take the New York State Chemistry Regents will need the permission of the Department of Sciences.

The prerequisite for CHE 104 is CHE 103; **or** an average grade of 2.0 or better in CHE 101 and CHE 102 or the equivalent, and completion of MAT 104 or MAT 105 or the equivalent.

Advisor. Professor Glenn Corbett, Department of Protection Management ([212.237.8092](tel:212.237.8092), gcorbett@jjay.cuny.edu)

Additional information. This major requires one year of physics and chemistry. These courses fulfill the College's general education requirements in science.

Students who enrolled at the College for the first time in September 1998 or thereafter must complete the major in the form presented here.

Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Credits

Part One. Science Requirements

Subtotal: 18

Chemistry 101-102 and 104 (or the equivalent), **or**
Chemistry 103-104 General Chemistry I and II

In addition, one of the following sets of physics courses:

Physics 101 College Physics I and Physics 102 College Physics II, **or**
Physics 203 General Physics I and Physics 204 General Physics II

Part Two. Core Requirements

Subtotal: 18

Required

Fire Science 101 Introduction to Fire Science
Fire Science 210 Fire Safety Administration
Fire Science 230 Building Construction and Life Safety Systems I
Fire Science 257 Fire Dynamics
Fire Science 330 Building Construction and Life Safety Systems II
Fire Science 401 Seminar in Fire Protection Problems

Part Three. Specialization Requirements

Subtotal: 12

Select four in one category

Fire Protection

Fire Science 106 Safety Engineering
Fire Science 202 Fire Protection Systems

Degrees Offered

Fire Science 205 Fire Service Hydraulics
 Fire Science 207 Water-Based Fire Suppression Systems
 Fire Science 220/Mathematics 220/Police Science 220
 Survey of the Concepts of Operations Research

Fire Investigation

Required

Chemistry 201 Organic Chemistry
 Chemistry 310 Scientific Arson Investigation
 Fire Science 303 Fire Investigation

Select one of the following:

Forensic Science 108 Concepts of Forensic Science
 Law 202 Law and Evidence
 Police Science 207 The Investigative Function

Total: 48

FIRE AND EMERGENCY SERVICE

(Bachelor of Arts)

The major in Fire and Emergency Service provides a foundation in fire and emergency services, with related courses in management and administration. The major prepares students for careers in fire services, emergency management and administrative aspects of emergency medical services.

Credits required. 33

Advisor. Professor Glenn Corbett, Department of Protection Management ([212.237.8092](tel:212.237.8092), gcorbett@jjay.cuny.edu)

Additional information. Students who enrolled for the first time in September 1998 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major (The Bachelor of Arts in Fire Service Administration). A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Credits

Part One. Core Courses

Subtotal: 24

Required

Fire Science 101 Introduction to Fire Science
 Fire Science 104 Risk Management

Fire Science 350 Management Applications in the Fire Service
 Fire Science 401 Seminar in Fire Protection Problems
 Public Administration 240 Introduction to Public Management
 Public Administration 241 Computer Applications in
 Public Administration
 Public Administration 343 Administration of Financial Resources
 Public Administration 346 Administration of Personnel Resources

Part Two. Specialization Requirements

Subtotal: 9

Select one specialization and complete 9 credits

Fire Service

Fire Science 209 Analysis of Urban Hazardous Materials,
 Tactics and Strategy
 Fire Science 210 Fire Safety Administration
 Fire Science 230 Building Construction and Life Safety Systems I

Emergency Medical Services

Students must have taken and passed the New York State Department of Health certification examination for the AEMT-IV paramedic (or an equivalent certification from another jurisdiction as determined by the Program Coordinator). Nine transfer credits will be applied toward this specialization.

Emergency Management

Fire Science 209 Analysis of Urban Hazardous Materials, Tactics
 and Strategy
 Fire Science 319 Hazard Identification and Mitigation
 Security 101 Introduction to Security

Total: 33

FORENSIC PSYCHOLOGY

(Bachelor of Arts)

The Forensic Psychology major is designed for students who are interested in the relationship between psychology and the criminal justice system. The program offers training in psychological theory, research methods and the application of psychological principles to specific areas in the legal system. The major provides an interdisciplinary background appropriate for students who intend to pursue careers in psychology, social work, law enforcement, or other criminal justice professions.

Credits required. 34

Prerequisite. PSY 101, which does not count toward the 34 credits required in the major. This course partially fulfills the College's general education requirements in the social sciences. PSY 200 and STA 250 are prerequisites for PSY 311, which is required in the major.

Advisors. Professor Maureen O'Connor, Chair, Department of Psychology (**212.237.8776, moconnor@jjay.cuny.edu**), Professor Angela Crossman, Deputy Chair for Advising (**212.237.8653, acrossman@jjay.cuny.edu**), and Professor Jennifer Dysart, Deputy Chair for Undergraduate Education (**212.484.1160, jdysart@jjay.cuny.edu**)

Internship Program. Students can receive practical experience in forensic psychology by enrolling in PSY 378, which offers fieldwork placements in such settings as hospitals for emotionally disturbed offenders, prisons and agencies related to the family court or otherwise offering treatment services to youthful offenders.

Baccalaureate/Master's Program in Forensic Psychology. Qualified undergraduate students may enter the BA/MA Program and thereby graduate with both a bachelor's and a master's degree in forensic psychology. For additional information, contact Professor Chitra Raghavan, Department of Psychology (**212.237.8417, bamadirector@jjay.cuny.edu**).

Senior-level requirement. Students must complete at least one 400-level course in psychology.

Additional information. Students who enrolled for the first time at the College in September 1996 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Part One. Core Courses

Required

Psychology 200 General Psychology II
Psychology 242 Abnormal Psychology
Psychology 311 Experimental Psychology
Psychology 370/Law 370 Psychology and the Law
Statistics 250 Principles and Methods of Statistics

Subtotal: 16

Credits

Part Two.

Theoretical Foundations of Forensic Psychology

Subtotal: 6

Select two

Philosophy 310/Law 310 Ethics and Law
Psychology 202/Sociology 202 The Family: Change, Challenges and Crisis Intervention
Psychology 221 Social Psychology
Psychology 223 Industrial and Organizational Psychology
Psychology 228 Psychology and Women
Psychology 231 Child Psychology
Psychology 232 Psychology of Adolescence and the Adolescent Offender
Psychology 236 Group Dynamics
Psychology 243 Theories of Personality
Psychology 266 Psychology of Alcoholism and Substance Abuse
Psychology 268 Therapeutic Intervention in Chemical Dependency
Psychology 342/Counseling 342 Introduction to Counseling Psychology
Psychology 442 Key Concepts in Psychotherapy
Psychology 445/Anthropology 445 Culture, Psychopathology and Healing
Social Science Research 325 Research Methods in the Behavioral Sciences
Sociology 203 Criminology
Sociology 309 Juvenile Delinquency

Part Three. Forensic Psychology Electives

Subtotal: 6

Select two

Psychology 110/Sociology 110/Anthropology 110 Drug and Alcohol Use and Abuse in American Society
Psychology 235 Social Psychology and the Criminal Justice System
Psychology 255 Group Dynamics in Chemical Dependency Counseling
Psychology 271/Police Science 271 Psychological Foundations of Police Work
Psychology 272 Correctional Psychology
Psychology 275 Family Conflict and the Family Court
Psychology 331/Counseling 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling
Psychology 350/Counseling 350 Advanced Topics in Chemical Dependency Counseling
Psychology 372 Psychology of Criminal Behavior
Psychology 378 Fieldwork in Forensic Psychology I

Psychology 379 Fieldwork in Forensic Psychology II
 Psychology 410 Independent Study
 Psychology 421 Forensic Social and Experimental Psychology
 Psychology 476 Seminar in the Psychological Analysis of
 Criminal Behavior and the Criminal Justice System
 Psychology 477/Sociology 477 Advanced Seminar in Youth,
 the Family and Criminal Justice
 Psychology 480 Ethical and Professional Issues in
 Chemical Dependency Counseling

Part Four. Cognate Courses

Subtotal: 6

Select two

African-American Studies Psychology 240/Psychology 240
 Psychology of Oppression
 African-American Studies Sociology 121
 African-American Community Issues
 Anthropology 310/Sociology 310/Psychology 310
 Culture and Personality
 Anthropology 315 Systems of Law
 Anthropology 330 American Cultural Pluralism and the Law
 Anthropology 340 Anthropology and the Abnormal
 Drama 325 Techniques in Crisis Intervention
 Economics 315/Police Science 315 An Economic Analysis of Crime
 Government 206 Urban Politics
 Government 430 Seminar in Problems in Civil Rights and
 Civil Liberties
 History 219 Violence and Social Change in America
 History 320 History of Crime and Punishment in the United States
 Law 209 Criminal Law
 Law 212 The Criminal Process and the Criminal Procedure Law
 Literature 327 Crime and Punishment in Literature
 Philosophy 102 Introduction to Ethics
 Police Science 306 Police Work with Juveniles
 Police Science 405 Organized Crime in America
 Psychology 213/Sociology 213 Race and Ethnic Relations
 Psychology 224/Anthropology 224/Philosophy 224/Sociology 224
 Death, Dying and Society: A Life Crises Management Issue
 Sociology 216 Probation and Parole: Principles and Practices
 Sociology 240 Social Deviance
 Sociology 301 Penology
 Sociology 302 Social Problems

Total: 34

FORENSIC SCIENCE

(Bachelor of Science)

The major in Forensic Science is designed to provide academic and professional training for students seeking to work in forensic science laboratories as either researchers or administrators, or who are planning to pursue careers as research scientists, teachers or medical professionals. The major draws primarily from chemistry (organic, analytical and physical) with courses in biology, physics and law. Students may specialize in one of three tracks: Criminalistics, Molecular Biology, or Toxicology.

Credits required. 70 or more depending upon the completion of prerequisites (if needed).

Mathematics Requirement. Two semesters of calculus are required (MAT 241 and MAT 242). It is recommended that they be completed as soon as possible since MAT 241 is a prerequisite for PHY 203 and MAT 242 is a prerequisite for PHY 204. Physics is placed in the sophomore year of the three-year common core for all Forensic Science majors.

Advisor. Professor Larry Kobilinsky, Department of Sciences
(212.237.8884, lkobilinsky@jjay.cuny.edu). Referrals will be made to advisors in each of the tracks within the major.

Science Internship Director. Peter Diaczuk **(212.237.8983, pdiaczuk@jjay.cuny.edu)**

Additional information. An internship is required for the forensic science degree. This can be fulfilled by either FOS 401 or FOS 402 (see course descriptions in Chapter 2 of this bulletin). The internship requirement is to be completed after the junior year in the Forensic Science major progression. Certain courses are offered only in the fall semesters while others are offered only in the spring semesters. Consult the course descriptions in this bulletin or the designated advisor for proper program planning. Please note that certain courses have specific prerequisites that must be taken for timely progression through the major. The chemistry or biology taken in the freshman year of the Forensic Science major fulfills the science component of the general education requirements.

Students who enrolled for the first time at the College in September 2007 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Prerequisite information. To be placed into BIO 103, students must have an SAT Verbal score of 520 or higher; or completion of the New York State Biology Regents with a score of at least 80%. Students who have not taken the New York State Biology Regents will need departmental permission. Students not meeting these criteria must complete the BIO 101-102 sequence (or equivalent) in lieu of BIO 103.

To be placed into CHE 103, students must be eligible to take MAT 141 or higher; or be taking MAT 104 or MAT 105 and have earned a score of 80% or higher on the New York State Chemistry Regents. Placement will be determined by the CUNY Mathematics Compass Exam. Students who did not take the New York State Chemistry Regents will need departmental permission. Students not meeting these criteria must complete the CHE 101-102 sequence (or equivalent) instead of CHE 103. For physics prerequisites, see mathematics requirement noted on page 21.

Academic Standards/GPA Requirement. Students must maintain a GPA of 2.0 or better in the science and mathematics courses of the major to qualify for progression to the sophomore and junior level courses in the major. Students not maintaining the necessary GPA will be dropped from the major. Students may request a waiver of this requirement by appealing to the department chairperson.

Credits

Science Requirements: First Three Years

Freshman year

Biology 103-104 Modern Biology I and II, *or*
Biology 101-102 Paced Modern Biology I-A and I-B, and Biology 104
Modern Biology II
Chemistry 103-104 General Chemistry I and II, *or*
Chemistry 101-102 Paced General Chemistry I-A and I-B, and
Chemistry 104 General Chemistry II

Subtotal: 18

Sophomore year

Chemistry 201-202 Organic Chemistry I and II
Chemistry 220 Quantitative Analysis
Law 202 Law and Evidence
Physics 203-204 General Physics I and II

Subtotal: 23

Junior year

Chemistry 302 Physical Chemistry II
Chemistry 315 Biochemistry
Chemistry 320-321 Instrumental Analysis I and II

Subtotal: 15

Criminalistics Track

Junior year

Forensic Science 313 An Introduction to Criminalistics for
Forensic Science Majors

Subtotal: 14

Senior year

Forensic Science 401 Forensic Science Laboratory Internship, *or*
Forensic Science 402 Undergraduate Research Internship, *and*
Forensic Science 415-416 Forensic Science Laboratory I and II

Toxicology Track

Junior year

Toxicology 313 Toxicology of Environmental and Industrial Agents

Subtotal: 14

Senior year

Forensic Science 401 Forensic Science Laboratory Internship, *or*
Forensic Science 402 Undergraduate Research Internship, *and*
Toxicology 415 Forensic Pharmacology I
Toxicology 416 Analytical Toxicology II

Molecular Biology Track

Junior year

Biology 315 Genetics

Subtotal: 14

Senior year

Biology 412-413 Molecular Biology I and II
Forensic Science 401 Forensic Science Laboratory Internship, *or*
Forensic Science 402 Undergraduate Research Internship

Total: 70

GOVERNMENT

(Bachelor of Arts)

The major in Government introduces students to the principal fields of inquiry in political science. This major provides a program of study for students considering careers in a variety of fields, including public service, law, community affairs, international relations and politics. Students may select from among four concentrations-of-choice: *Law, Policy and Society*, which explores the intersection of the legal system and the general society; *Justice and Politics*, which examines the political philosophy and various societal values that underlie contemporary views of justice; *Urban Affairs and Community Leadership*, which emphasizes the role of political institutions in shaping solutions to contemporary urban problems; and *Comparative/International Politics and Human Rights*, which explores the global dimensions of politics and governance.

Credits required. 33

Prerequisite: GOV 101. This course partially fulfills the general education requirement in the social sciences.

Advisors. Professors Dan Pinello (212.237.8762, dpinello@jjay.cuny.edu) and Harold Sullivan (212.237.8194, hsullivan@jjay.cuny.edu)

Additional information. Students who enrolled for the first time at the College in September 2005 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Credits

Part One. Foundation Courses

Select four courses, only one per category.

Category A. American Institutions

Government 215 The Legislative Process
Government 220 The Chief Executive

Category B. Public Law

Government 230 Principles of Constitutional Government

Category C. Political Theory

Government 270 Political Philosophy
Government 375 Law, Order, Justice and Society

Category D. Urban Politics

Government 203 Municipal and State Government
Government 206 Urban Politics

Category E. International/Comparative

Government 257 Comparative Politics
Government 260 International Relations

Part Two. American History

Subtotal: 6

Required

History 201 American Civilization: From Colonial Times through the Civil War
History 202 American Civilization: From 1865 to the Present

Part Three. Concentration-of-choice

Subtotal: 12

Select one concentration. If students select Concentration A, Concentration B or Concentration D, they must take four 3-credit courses within their concentration. At least one 400-level government course must be completed and at least one additional 300 or 400-level course must be taken.

If students select Concentration C, they may either take four 3-credit courses, including one 400-level government course and another 300 or 400-level course, or two 3-credit courses and the 6-credit Seminar and Internship in New York City Government. In order to select the internship, students must obtain the permission of the instructor before registration.

Concentration A. Law, Policy and Society

Criminal Justice 420/Sociology 420 Women and Crime
Economics 215 Economics of Regulation and the Law
Government 215 The Legislative Process
Government 230 Principles of Constitutional Government
Government 308 State Courts and State Constitutional Law
Government 313/Law 313 The Law and Politics of Race Relations

Government 318 Law and Politics of Sexual Orientation
 Government 319 Gender and Law
 Government 401 Seminar in Government*
 Government 430 Seminar in Problems in Civil Rights and Civil Liberties
 Government 435 Seminar in Judicial Process and Politics
 History 277 American Legal History
 Law 301 Jurisprudence
 Law 310/Philosophy 310 Ethics and Law
 Puerto Rican/Latin American Studies Law 322 Civil Rights and
 Civil Liberties in the Urban Latina/o Community
 Sociology 305 The Sociology of Law

Concentration B. Justice and Politics

African-American Studies History 270 History of
 African-American Social and Intellectual Thought
 Government 270 Political Philosophy
 Government 278/Sociology 278 Political Sociology
 Government 371 American Political Philosophy
 Government 375 Law, Order, Justice and Society
 Government 401 Seminar in Government*
 Government 423/Philosophy 423 Selected Topics in Justice
 Government 470 Political Theory of Criminal Justice
 Law 310/Philosophy 310 Ethics and Law
 Sociology 314 Theories of Social Order

Concentration C. Urban Affairs and Community Leadership

African-American Studies Sociology 110 Race and the Urban
 Community
 Anthropology 208 Cities and Culture
 Economics 270 Urban Economics
 Government 203 Municipal and State Government
 Government 206 Urban Politics
 Government 210 Comparative Urban Political Systems
 Government 214 Political Parties and Pressure Groups
 Government 215 The Legislative Process
 Government 220 The Chief Executive
 Government 401 Seminar in Government*
 Government 402-403/Public Administration 402-403 Seminar and
 Internship in New York City Government (6 credits)
 Government 405 Seminar in New York City Politics
 History 217 Three Hundred Years of New York City

Puerto Rican/Latin American Studies Sociology 241 The Puerto Rican/
 Latina/o Experience in Urban United States Settings
 Puerto Rican/Latin American Studies Sociology 321
 Puerto Rican/Latina/o Community Fieldwork
 Sociology 201 Urban Sociology: The Study of City Life

Concentration D. Comparative/International Politics and Human Rights

Economics 245 International Economics
 Government 210 Comparative Urban Political Systems
 Government 242/Puerto Rican/Latin American Studies 242/History 242
 U.S. Foreign Policy in Latin America
 Government 250 International Law and Justice
 Government 257 Comparative Politics
 Government 259/Law 259 Comparative Criminal Justice Systems
 Government 260 International Relations
 Government 320 International Human Rights
 Government 362 Terrorism and International Relations
 Government 401 Seminar in Government*
 Government 4YY Seminar in International/Comparative Politics
 Puerto Rican/Latin American Studies Justice 220
 Human Rights and Law in Latin America

Part Four. Senior Requirement

Subtotal: 3

Government 409 Colloquium for Research in Government and Politics

Total: 33

*GOV 401 (Seminar in Government) may be used to satisfy the 400-level course requirement within a specific concentration only with the permission of the Department of Government.

INTERNATIONAL CRIMINAL JUSTICE

(Bachelor of Arts)

The major in International Criminal Justice introduces students to the nature and cause of crime at the international level and to the mechanisms for its prevention and control. Components of the criminal justice system as they apply to transnational and international crime are studied, as well as the impact of international law and human rights in addressing crimes against humanity. The major is intended to equip students with the knowledge and skills needed for careers in which the globalization of crime plays an important role. It also is designed to prepare students for advanced work in graduate or professional school.

Credits required. 39

Prerequisites: ECO 101, GOV 101 and SOC 101. Any two of these courses satisfy the 6-credit general education requirement in the social sciences.

Advisor. Professor Mangai Natarajan, Department of Sociology
(212.237.8673, mnatarajan@jjay.cuny.edu)

Additional information: Students who enrolled for the first time at the College in September 2007 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Part One. Core Courses

Subtotal: 9

Required

Economics 231 Global Economic Development and Crime
Government 259/Law 259 Comparative Criminal Justice Systems
International Criminal Justice 101 Introduction to International Criminal Justice

Part Two. Foundation Courses

Subtotal: 9

Category A

Select one

Anthropology 230 Culture and Crime
Government 250 International Law and Justice

Category B

Select one

Economics 245 International Economics
Government 257 Comparative Politics
Government 260 International Relations
Public Administration 260 International Public Administration

Category C

Required

Sociology 341 International Criminology

Part Three. Skills Courses

Subtotal: 9

Category A. Language Skills

Required

One 200-level foreign language course in any language other than English

Category B. Research Methods

Required

Statistics 250 Principles and Methods of Statistics
International Criminal Justice 310 Foundations of Scholarship in International Criminal Justice

Part Four. Specialized Areas

Subtotal: 9

Students select three courses from Part Four, with at least one in each category.

Category A. Global Perspectives on Crime

Select at least one

Corrections 303 Comparative Correction Systems
Economics 260 Environmental Economics, Regulation and Policy
Government 210 Comparative Urban Political Systems
Government 320 International Human Rights
Government 325 The Politics of Transnational Crime
Government 362 Terrorism and International Relations
Police Science 309 Comparative Police Systems
Police Science 415 Seminar on Terrorism
Sociology 333 Gender Issues in International Criminal Justice
Sociology 225 Migration and Crime

Category B. Area/Regional Studies

Select at least one

African-American Studies Justice 210 Drugs and Crime in Africa
African-American Studies Justice 220 Law and Justice in Africa (formerly AAJ 293)
African-American Studies Justice 229 Restorative Justice: Making Peace and Resolving Conflict
History 325 Criminal Justice in European Society, 1750 to the Present
History 380 The Secret Police in Western Society
Police Science 250 Criminal Justice in Eastern Europe
Puerto Rican/Latin American Studies Government 242/
Government 242/History 242 U.S. Foreign Policy in Latin America

Puerto Rican/Latin American Studies Justice 220 Human Rights and Law in Latin America
 Puerto Rican/Latin American Studies Justice 230/
 African-American Studies Justice 230
 Comparative Perspectives on Crime in the Caribbean
 Puerto Rican/Latin American Studies Justice 250 Drugs, Crime and Law in Latin America
 Puerto Rican/Latin American Studies Sociology 401 Seminar in Latina/o Issues: Gender, Race, Ethnicity and the Legal System
 Sociology 351 Crime and Delinquency in Asia

Part Five. Internship Subtotal: 0-3

A highly recommended elective

International Criminal Justice 381 Internship in International Criminal Justice

Part Six. Capstone Course Subtotal: 3

Required

International Criminal Justice 401 Capstone Seminar in International Criminal Justice

Total: 39-42

JUDICIAL STUDIES

(Bachelor of Arts) *Please note: Students will no longer be admitted to this program as of January 2009*

The major in Judicial Studies is designed for study of the judicial process and the role of the courts in government and society. Students develop knowledge of court administration and skills directly applicable to the courts. The program offers opportunities to examine options for improving the courts and related services and to explore alternatives to adjudication as a method of dispute resolution.

Credits required. 33

Prerequisite: GOV 101. This course partially fulfills the College's general education requirements in the social sciences.

Advisors. Professors James Cauthen (212.484.1109, jcauthen@jjay.cuny.edu) and Harold Sullivan (212.237.8194, hsullivan@jjay.cuny.edu) from the Department of Government.

Credits

Subtotal: 9

PART ONE. Core Courses

Required

Criminal Justice 101 Introduction to Criminal Justice
 Law 206 The American Judiciary
 Public Administration 240 Introduction to Public Administration

Part Two. Government And The Judicial Process

Subtotal: 6

Select two

Government 203 Municipal and State Government
 Government 230 Principles of Constitutional Government
 Government 308 State Courts and State Constitutional Law

Part Three. Administration Of The Judiciary Subtotal: 3

Required

Public Administration 360 Court Administration

Part Four. Cultural Diversity And The Courts Subtotal: 3

Select one

Anthropology 315 Systems of Law
 Anthropology 330 American Cultural Pluralism and the Law
 Government 313/Law 313 The Law and Politics of Race Relations
 Puerto Rican/Latin American Studies Justice 325
 The Latina/o Experience of Criminal Justice

Part Five. Court-Related Skills Subtotal: 3

Select one

English 235 Writing for Management, Business and Public Administration
 Law 213/Speech 213 The Impact of the Mass Media on the Administration of Justice
 Mathematics 277 Computers for Administrative Decision Making
 Public Administration 241 Computer Applications in Public Administration
 Spanish 340 Court Interpreting and Translation

Part Six. Cognate Courses Subtotal: 6

Select two courses or one 6-credit internship

Government 206 Urban Politics
 Government 402-403/Public Administration 402-403 Seminar and Internship in New York City Government (6 credits)

Government 405 Seminar in New York City Politics
Public Administration 314 Productivity
Sociology 206 The Sociology of Conflict and Dispute Resolution
Sociology 216 Probation and Parole: Principles and Practices
Sociology 480 Dispute Resolution and the Legal System

Part Seven. Capstone Courses

Subtotal: 3

Select one

Government 435 Seminar in Judicial Processes and Politics
Law 420/Public Administration 420 Contemporary Administration and the Judiciary

Total: 33

JUSTICE STUDIES (HUMANITIES AND JUSTICE)

(Bachelor of Arts)

The Justice Studies major offers students the opportunity to explore fundamental questions about justice from a humanistic, interdisciplinary perspective. Rooted in history, literature and philosophy, justice studies prepares students for basic inquiry and advanced research into issues of justice that lie behind social policy and criminal justice as well as broader problems of social morality and equity. Its courses are designed to help students develop the skills of careful reading, critical thinking and clear writing that are necessary for the pursuit of any professional career. This major provides an excellent preparation for law school and other professional programs, for graduate school in the humanities, and for careers in law, education, public policy and criminal justice.

The justice studies curriculum involves a sequence of five interdisciplinary core courses in Humanities and Justice (designated with the HJS prefix); six courses from a list of humanities courses in history, literature, or philosophy (HIS, LIT, PHI), and a choice of one of two courses on theory.

Credits required. 36

Prerequisites: ENG 101-102 or ENG 101-201; one of the required general education courses in literature, history, or philosophy; one of the required general education courses in the social sciences, and upper-sophomore class standing. HJS 250 Justice in the Western Traditions is the required first course in the major.

Please note: GOV 101 is a prerequisite for GOV 375 and LAW 203 or GOV 230 is a prerequisite for LAW 301 (Part III of the major requires either GOV 375 or Law 301).

Advisor and Program Coordinator. Professor Amie Macdonald, Department of Philosophy (**212.237.8345, amacdonald@jjay.cuny.edu**). Students must review their course of study with an advisor. The program coordinator will assign a faculty advisor to each Justice Studies student.

Additional Information. Students who enroll for the first time at the College in September 2008 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Senior-level requirement. Students must complete HJS 410 Text and Theory: Senior Prospectus and HJS 415 Research Project in Humanities and Justice Studies.

Credits

Part One. Foundations

Subtotal: 9

Required

Humanities and Justice 250 Justice in the Western Traditions
Humanities and Justice 310 Comparative Perspectives on Justice
Humanities and Justice 315 Research Methods in Humanities and Justice Studies

Part Two. The Disciplinary Component:

History and/or Literature and/or Philosophy (six courses)

Subtotal: 18

Students take six advanced elective courses in one or more of the humanities disciplines in order to explore how the fundamental assumptions, methods and general subject matter of these disciplines relate to issues of justice. These courses will be chosen by the student, in consultation with an advisor, from the following list or from a designated list of other humanities courses being taught in any particular semester. Permission by the Justice Studies Coordinator is required for each of the designated courses to count toward the major.

A minimum of 12 credits must be taken at the 300-level or above.

Category A. History Courses

African-American Studies History 275 African-American Military History and Social Justice
History 217 Three Hundred Years of New York City:
A History of the Big Apple
History 219 Violence and Social Change in America
History 224 A History of Crime in New York City
History 260/Puerto Rican/Latin American Studies History 260 History of Contemporary Cuba
History 277 American Legal History
History 290 Selected Topics in History*
History 320 The History of Crime and Punishment in the United States
History 325 Criminal Justice in European Society, 1750 to the Present

Category B. Literature Courses

Literature 223/African-American Studies Literature 223
African-American Literature
Literature 290 Selected Topics*
Literature 313 Shakespeare
Literature 314 Shakespeare and Justice
Literature 315 American Literature and the Law
Literature 316 Gender and Identity in Western Literary Traditions
Literature 327 Crime and Punishment in Literature
Literature 340/African-American Studies Literature 340 African-American Experience in America: Comparative Racial Perspectives
Literature 390 Individual Reading*
Literature 401 Special Topics*
Spanish 208 The Theme of Justice in 20th-Century Spanish Literature

Category C. Philosophy Courses

Philosophy 203 Political Philosophy
Philosophy 302 Philosophical Issues of Rights
Philosophy 304 Philosophy of Mind
Philosophy 310/Law 310 Ethics and Law
Philosophy 322 Judicial and Correctional Ethics
Philosophy 326 Topics in the History of Modern Thought
Philosophy 340 Utopian Thought
Philosophy 423/Government 423 Selected Topics in Justice

Part Three. Topics In Political or Legal Theory

Subtotal: 3

Select one

Government 375 Law, Order, Justice and Society *or*
Law 301 Jurisprudence

Part Four. Problems And Research

Subtotal: 6

Both are required

Humanities and Justice 410 Text and Theory: Senior Prospectus
Humanities and Justice 415 Research Project in Humanities and Justice Studies

Total: 36

* HIS 290 Selected Topics in History, LIT 290 Selected Topics, LIT 390 Individual Reading and LIT 401 Special Topics may be used to satisfy the six-course requirement of the Disciplinary Component when the topic is applicable to the Justice Studies major. To approve these courses for inclusion in the major, students and/or faculty must petition the program coordinator.

LEGAL STUDIES

(Bachelor of Science)

The major in Legal Studies is designed to provide students with knowledge of legal processes and the administration of law. It offers preparation for careers in a wide variety of fields: criminal justice, governmental service, journalism and politics. It is also an appropriate field of study for application to graduate or professional schools.

Credits required. 33

Prerequisite: GOV 101. This course partially fulfills the College's general education requirements in the social sciences.

Advisor. Professor James Cauthen, Department of Government
(212.237.8550, jcauthen@jjay.cuny.edu)

Additional information. Students who enrolled for the first time at the College in September 1996, or thereafter, must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Degrees Offered

Part One. Foundation Courses

Required

Government 230 Principles of Constitutional Government
Philosophy 310/Law 310 Ethics and Law

Credits

Subtotal: 6

Government 313/Law 313 The Law and Politics of Race Relations
Government 318 The Law and Politics of Sexual Orientation
Government 319 Gender and Law
Puerto Rican/Latin American Studies Justice 322 Civil Rights and
Civil Liberties in the Urban Latina/o Communities

Part Two. Skills Courses

Required

Law 350 Introduction to Legal Research

Select one

English 250 Writing for Legal Studies
Speech 285 Courtroom Communication

Subtotal: 6

Part Five. Advanced Legal Studies

Subtotal: 3

Select one

Government 430 Seminar in Problems in Civil Rights and Civil
Liberties
Law 401 Problems of Constitutional Development
Legal Studies 420 Senior Seminar in Legal Studies

Total: 33

Part Three. Criminal Law

Required

Law 203 Constitutional Law

Select two

Government 308 State Courts and State Constitutional Law
Law 202 Law and Evidence
Law 209 Criminal Law
Law 320 Seminar in the Law of Search and Seizure

Subtotal: 9

Part Four. Perspectives Courses

Subtotal: 9

Category A. Humanistic Perspectives on the Law

Select one

Government 375 Law, Order, Justice and Society
History 277 American Legal History
Law 301 Jurisprudence

Category B. Social Science Perspectives on the Law

Select one

Anthropology 315 Systems of Law
Economics 215 Economics of Regulation and the Law
Psychology 370/Law 370 Psychology and the Law
Sociology 305 Sociology of Law

Category C. Cultural Pluralism and the Law

Select one

African-American Studies Justice 220 Law and Justice in Africa
(formerly AAJ 293)

POLICE STUDIES

(Bachelor of Science)

The major in Police Studies is designed for students who intend to pursue careers in law enforcement or who currently serve as law enforcement professionals in operations, management, teaching, or research. The major is also appropriate for students who plan to attend graduate or professional school.

Credits required. 39

Prerequisites: SOC 101 and GOV 101. These courses fulfill the College's general education requirements in the social sciences. In addition, PSC 101 must be taken by students without law enforcement experience.

Advisor. Professor Peter Moskos, Department of Law, Police Science and Criminal Justice Administration (**212.237.8393, pmoskos@jjay.cuny.edu**)

Baccalaureate/Master's Program in Police Studies. Qualified undergraduate students may enter the Baccalaureate/Master's Program and thereby graduate with both a bachelor's in Police Studies and a master's in Criminal Justice. For additional information, please contact Professor Chitra Raghavan, Department of Psychology (**212.237.8417, bamadirector@jjay.cuny.edu**).

Additional information. Students who enrolled for the first time at the College in September 2001 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may

choose either the form shown here or the earlier version of the major.
A copy of the earlier version version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Credits

Part One. Core Courses

Subtotal: 12

Required

Students with law enforcement experience may obtain an exemption for Police Science 101

Criminal Justice 321/Philosophy 321 Police Ethics

Law 203 Constitutional Law

Police Science 101 Introduction to Police Studies

Police Science 201 Police Organization and Administration

Part Two. Computer Skills

Subtotal: 3

Select one

Criminal Justice 255 Computer Applications in Criminal Justice

Police Science 216 Crime Mapping

Police Science 220/Mathematics 220/Fire Science 200 Survey of the Concepts of Operations Research

Security 270/Mathematics 270 Security of Computers and Their Data

Part Three. Police Science

Subtotal: 12

Select four courses. One must be at the 300-level.

Police Science 202 Police and Community Relations

Police Science 204 The Patrol Function

Police Science 205 The Traffic Control Function

Police Science 207 The Investigative Function

Police Science 210 Colloquium on Criminal Justice Literature

Police Science 213/Forensic Science 213 Survey of Criminalistics

Police Science 223 Personnel Administration and Supervision

Police Science 227 Police Training Programs

Police Science 230/Corrections 230 Sex Offenders in the Criminal Justice System

Police Science 235 Women in Policing

Police Science 245 Community Policing

Police Science 250 Criminal Justice in Eastern Europe

Police Science 271/Psychology 271 Psychological Foundations of Police Work

Police Science 301 The Police Manager

Police Science 306 Police Work with Juveniles

Police Science 309 Comparative Police Systems

Police Science 315/Economics 315 Economic Analysis of Crime

Police Science 340 Planning for Police Operations and Management

Police Science 350 Police Labor Relations

Police Science 355 Money and the Police Manager

Part Four. Law

Subtotal: 6

Select two

Law 202 Law and Evidence

Law 204 Criminal Law of New York

Law 206 The American Judiciary

Law 209 Criminal Law

Law 212 The Criminal Process and the Criminal Procedure Law

Law 301 Jurisprudence

Law 313/Government 313 The Law and Politics of Race Relations

Law 320 Seminar in the Law of Search and Seizure

Law 340 Employment Discrimination Law, Affirmative Action and Police Organization

Part Five. Interdisciplinary Skills and Foundations

Subtotal: 3

Select one

African-American Studies Sociology 215 African-American Community Issues

Anthropology 208 Cities and Culture

Economics 170 Introduction to the Economics of Crime and Social Problems

English 235 Advanced Writing for Management, Business and Public Administration

Physical Education 230 Stress Management in Law Enforcement

Psychology 213 Race and Ethnic Relations

Puerto Rican/Latin American Studies Sociology 241 The Puerto Rican/Latina/o Experience in Urban United States Settings

Security 310 Emergency Planning

Social Science Research 325 Research Methods in the Behavioral Sciences

Sociology 203 Criminology

Sociology 206 The Sociology of Conflict and Dispute Resolution

Speech 204 Group Discussion and Conference Techniques

Speech 218 Managerial Communication

Statistics 250 Principles and Methods of Statistics

Part Six. Senior Requirement

Subtotal: 3

Select one

Police Science 401 Seminar on Police Problems
Police Science 405 Organized Crime in America
Police Science 415 Seminar on Terrorism

Total: 39

PUBLIC ADMINISTRATION

(Bachelor of Arts)

The major in Public Administration examines decision making and management in public agencies. It introduces students to the field of public administration, including its scope, content, literature and relationship to other disciplines. The curriculum offers a basic understanding of the environment of public policy, including political and legal institutions and processes; economic and social institutions and processes; organization and management concepts; human resources administration; concepts and techniques of finance management; and quantitative and qualitative analytical skills.

Credits required. 33

Prerequisites: In Part Two, Administrative Skills and Methods: ENG 102 or ENG 201 is a prerequisite to ENG 235; MAT 108 *or* 141 is a prerequisite to STA 250.

Advisor. Professor Patrick O'Hara, Department of Public Management
(212.237.8086, pohara@jjay.cuny.edu)

Baccalaureate/Master's Program in Public Administration.

Qualified undergraduate students may enter the Baccalaureate/Master's Program and thereby graduate with both a bachelor's and a master's degree in Public Administration. For additional information, please contact Professor Chitra Raghavan, Department of Psychology
(212.237.8417, bamadirector@jjay.cuny.edu).

Additional information. Students who enrolled for the first time at the College in September 1998 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Credits

Subtotal: 18

Part One. Foundation Courses

Required

Public Administration 240 Introduction to Public Administration
Public Administration 260 International Public Administration
Public Administration 343 Administration of Financial Resources
Public Administration 346 Administration of Personnel Resources
Public Administration 440 Problems in Public Administration

Select one

Public Administration 340 Planning
Public Administration 348 Justice Planning and Policy Analysis

Part Two. Administrative Skills And Methods Courses

Subtotal: 6

Required

Public Administration 241 Computer Applications in
Public Administration

Select one

English 235 Writing for Management, Business and Public
Administration
Speech 218 Managerial Communication
Statistics 250 Principles and Methods of Statistics

Part Three. Concentrations

Subtotal: 9

Complete three courses or 9 credits in any one area.

Category A. Human Resources Management

Economics 265 Introduction to Public Sector Economics
Economics 280 Economics of Labor
Psychology 223 Industrial and Organizational Psychology
Psychology 236 Group Dynamics
Public Administration 314 Productivity
Public Administration 402-403/Government 402-403 Seminar and
Internship in New York City Government (**6 credits**) *or*
Public Administration 404 Practicum in Public Administration
(3 credits)
Sociology 206 Sociology of Conflict and Dispute Resolution
Sociology 209 Sociology of Work and Jobs
Speech 204 Group Discussion and Conference Techniques

Category B. Fiscal Management

Economics 250 Introduction to Accounting
Economics 251 Introduction to Managerial Accounting
Economics 265 Introduction to Public Sector Economics
Economics 280 Economics of Labor
Public Administration 314 Productivity
Public Administration 402-403/Government 402-403 Seminar and
Internship in New York City Government (**6 credits**), *or*
Public Administration 404 Practicum in Public Administration
(3 credits)

Category C. Managerial Investigation and Oversight

Economics 250 Introduction to Accounting
Economics 251 Introduction to Managerial Accounting
English 238 Investigative Report Writing
Law 202 Law and Evidence
Police Science 207 The Investigative Function
Sociology 360/Economics 360 Corporate and White Collar Crime
Public Administration 402-403/Government 402-403 Seminar
and Internship in New York City Government (**6 credits**) *or*
Public Administration 404 Practicum in Public Administration
(3 credits)

Category D. Information Management and Communication

English 340 Desktop Publishing
English 350 Public Relations Writing
Mathematics 277 Computers for Administrative Decision Making
Mathematics 278 Software Applications for Office Management
Mathematics 279 Data Communications and the Internet
Public Administration 400 Quantitative Problems in
Public Administration
Public Administration 402-403/Government 402-403 Seminar and
Internship in New York City Government (**6 credits**) *or*
Public Administration 404 Practicum in Public Administration
(3 credits)

Category E. Court Administration

Required

Public Administration 360 Court Administration
Public Administration 420 Contemporary Administration and the
Judiciary

Select One

Law 206 The American Judiciary
Government 435 Seminar in Judicial Processes and Politics
Public Administration 402-403/Government 402-403 Seminar and
Internship in New York City Government (**6 credits**) *or*
Public Administration 404 Practicum in Public Administration
(3 credits)

Category F. International Public Administration

Economics 245 International Economics
Economics 260 Environmental Economics, Regulation and Policy
Government 260 International Relations
Government 250 International Law and Justice
Public Administration 402-403/Government 402-403 Seminar and
Internship in New York City Government (6 credits) *or*
Public Administration 404 Practicum in Public Administration
(3 credits)

G. Special Concentration

In consultation with an advisor selected from the faculty of the
Department of Public Management, the student may formulate
a concentration tailored to a discipline or field related to public
administration. The concentration must include three courses, two of
which must be in a single discipline.

Total: 33

SECURITY MANAGEMENT

(Bachelor of Science)

The major in Security Management concentrates on the analysis of security vulnerabilities and the administration of programs designed to reduce losses in public institutions and private corporations. The program prepares students for careers as managers, consultants and entrepreneurs.

Credits required. 36

Prerequisites: ECO 101 and SOC 101. These courses fulfill the College’s general education requirements in the social sciences.

Contact person. Professor Glen Corbett, Department of Protection Management (212.237.8092, gcorbett@jjay.cuny.edu)

Additional Information. Students who enrolled for the first time at the College in September 1996 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Credits

Subtotal: 18

Part One. Core Courses

Required

- Law 207 Law for Security Personnel
- Security 101 Introduction to Security
- Security 210 Methods of Security
- Security 211 Security Management
- Security 270/Mathematics 270 Security of Computers and Their Data
- Security 310 Emergency Planning

Part Two. Security Applications

Subtotal: 6

Required

- Police Science 207 The Investigative Function

Select one

- Fire Science 101 Introduction to Fire Science
- Fire Science 106 Safety Engineering

Part Three. Security-Related Courses

Subtotal: 9

Select three

- Economics 250 Introduction to Accounting
- English 235 Writing for Management, Business and Public Administration
- Sociology 203 Criminology
- Sociology 360/Economics 360 Corporate and White Collar Crime

Part Four. Senior Seminar

Subtotal: 3

Required

- Security 405 Seminar in Security Problems

Total: 36



BACCALAUREATE/MASTER'S DEGREE PROGRAM

The Baccalaureate/Master's Degree Program (BA/MA) provides academically advanced students the opportunity to pursue simultaneously the baccalaureate and master's degrees. It is available to students studying criminal justice, forensic psychology and public administration. The number of undergraduate electives and courses in the major are reduced for BA/MA candidates, thus enabling them to begin graduate courses once they have fulfilled the college general education requirements and some of the requirements of their major. Graduate courses then fulfill certain undergraduate requirements.

Degree Requirements

Students receive both the bachelor's and master's degrees upon completion of the requirements of this program. The BA/MA Program in Criminal Justice requires either 128 credits and a master's thesis, or 134 credits and the passing of a comprehensive examination. The BA/MA Programs in Forensic Psychology and Public Administration each require the completion of 134 credits.

For each of these programs, the entire graduate course of study must be completed (see program requirements below). Students who are interested in the BA/MA Program are encouraged to meet with the BA/MA Director early in their academic career.

Eligibility

To be eligible for admission, students must complete 60 credits (including the college general education requirements) and have earned a 3.5 or better grade point average (GPA). This is a minimum requirement for eligibility and does not guarantee acceptance into the program.

Applicants must also submit a personal statement indicating why they are seeking admission, a recommendation from a faculty member, and a writing sample that is representative of their research/writing skills. Applications are reviewed each fall for spring admission and each spring for fall admission. Further application instructions are available through the BA/MA website accessed through the John Jay College Home page (www.jjay.cuny.edu).

Transfer students must first establish the 3.5 GPA, for one semester (12 credits) at John Jay College, prior to applying to the BA/MA Program. However, students transferring from colleges with an articulation agreement with John Jay College will be considered for admission to the BA/MA Program based on their GPA at the home college. The list of colleges with an articulation agreement with John Jay College is available on the BA/MA website. Updated information about the BA/MA Program will be posted periodically on the website.

Students are required to maintain the 3.5 GPA to remain in the BA/MA Program. Students whose GPAs fall below the 3.5 level will not be able to receive the graduate degree even if they have completed sufficient credits.

Combined degree program requirements:

| Baccalaureate/Master's Programs | Credits |
|--|---------|
| • MA in Criminal Justice | 30–36 |
| BA in Criminal Justice | |
| BS in Criminal Justice | |
| BS in Criminal Justice Administration and Planning | |
| BS in Police Studies | |
| • MA (Forensic Psychology) | 39 |
| BA in Forensic Psychology | |
| • MPA (Public Administration) | 42 |
| BS in Criminal Justice Administration and Planning | |
| BA in Public Administration | |

For additional information, contact Professor Chitra Raghavan, Director of the BA/MA Program, **(212.237.8417, bamadirector@jjay.cuny.edu)**.

Baccalaureate/Master's Program and the Thesis Alternative

BA/MA students in the Criminal Justice Program who choose to complete the alternative to the thesis requirement for their master's degree must complete a total of 134 credits, 36 of which must be graduate credits. BA/MA students in the Public Administration Program must complete 134 credits, 42 of which must be graduate credits. BA/MA students in the Forensic Psychology Program must complete 134 credits, 39 of which must be graduate credits.

REQUIREMENTS FOR
ASSOCIATE DEGREES (AS)

John Jay College awards the Associate in Science degree, which can serve as a useful halfway mark toward the baccalaureate degree. Credits for all courses taken in fulfillment of the associate degree are applicable toward the degrees of Bachelor of Arts and Bachelor of Science at John Jay College, although the associate degree is not a prerequisite for the baccalaureate degree.

The associate degree requires a minimum of 60 credits; at least half must be earned in residence at John Jay. Students who have completed 90 or more credits may not apply for the associate degree. From 27-38 credits for the associate degree are earned in the general education requirements listed as follows. The number of credits is dependent on exemptions.

The Associate in Science degree program offers four concentrations: correction administration, criminal justice, police studies and security management. Students should note that upon transfer to a baccalaureate degree program at the College, *most but not all* courses taken to fulfill associate degree requirements will be applicable toward the fulfillment of the requirements in a major. Accordingly, students should check all requirements before making course selections. Certain overall prerequisites are listed in the description of each concentration, but be aware that individual courses may have their own prerequisites. Students should read all course descriptions when they plan their programs and consult with the advisor in their concentration.

Associate Degree General Education Requirements

Candidates for the associate degree must complete 27-38 credits in general education. The required courses are listed below. Students are encouraged to complete the English, mathematics, and speech requirements within the first 20 credits of coursework.

In accordance with the CUNY Board of Trustees Transfer Policy, students who have earned an Associate in Science degree (AS) from John Jay College will be deemed to have automatically fulfilled the lower division general education requirements for the baccalaureate degree. Students, may, however, still be required to complete one additional course in a discipline required by the College that was not part of the student's associate degree program.

| Associate Degree | |
|--|-----------------|
| General Education Requirements | Credits |
| I. Skills | Subtotal: 9-13 |
| English 101 or SEEK English 095 | 3 |
| (These courses are the prerequisite for all courses at the 200-level.) | |
| English 102 or 201 | 3 |
| (These courses are the prerequisite for all courses at the 300-level or above.) | |
| Speech 113 or SEEK Speech 115 or exemption ¹ | 0-3 |
| Mathematics 104, 105, 108, or 141, depending on placement ² | 3 |
| II. Core Requirements | Subtotal: 6 |
| History 231 | 3 |
| Literature 230 or 231 or 232 or 233 | 3 |
| III. Distribution Requirements | Subtotal: 12-19 |
| A. Select two | 6 |
| Courses must be in two of the following four areas | |
| Area I - Ethnic Studies | |
| Ethnic Studies 123 Race and American Society: | |
| The African-American Experience | |
| Ethnic Studies 124 Puerto Ricans and Other Hispanics in | |
| American Society | |
| Ethnic Studies 125 Race and Ethnicity in America | |
| Area 2- Fine Arts | |
| Select any course in art, music or drama | |
| (This course may not be used elsewhere to satisfy major or concentration requirements) | |
| Area 3 - Foreign Languages | |
| Select one in any foreign language | |
| Area 4 - Philosophy | |
| Philosophy 231 | |

Associate Degree

General Education Requirements

Credits

III. Distribution Requirements

Subtotal: 12-19

(continued)

B. Social Sciences

Select two of the following:

6

Anthropology 101

Economics 101 or 102

Government 101

Psychology 101

Sociology 101

Students should consult their major prerequisites before choosing their social science courses.

C. Required courses:

Natural Science 107 or exemption³

0-4

Any course offered by the Department of Physical Education and Athletics except PED 172, for 1-3 credits or exemption⁴

1-3

Total: 27-38



¹ Exemption from the speech requirement is granted by the Department of Communication and Theatre Arts based on extensive job-related public or small group speaking experience. Apply at the department at any time when classes are in session. Students who are not fluent in spoken English should enroll in sections of SPE 113 designated for non-native English speakers. Students who require speech therapy should also apply to the department chair for special placement before they register for SPE 113.

² Placement in mathematics is determined by the CUNY Mathematics Compass Test.

³ Students who have completed three years of science in high school (9th-year General Science plus two years of New York State Regents credit) are exempt from taking NSC 107.

⁴ Students who have received physical education credit for their military training or police, corrections, or fire academy, or other comparable agency training are exempt from this requirement.

REMEDIAL AND DEVELOPMENTAL COURSES

Entering students whose scores on the CUNY Skills Assessments Tests and whose assessments by the appropriate academic departments require that they enroll in remedial or developmental courses must do so within the first 20 credits taken at the College. Students who do not pass these courses are required to enroll in them again during the next semester of attendance.

The following remedial and developmental courses and their SEEK equivalents are offered, among others, at the College:

(SEEK EQUIVALENT)

| | |
|---------|------------------|
| ENG 100 | ENGS 093 and 094 |
| MAT 100 | MATS 095 |
| MAT 103 | |
| COM 101 | COMS 101 |
| COM 102 | COMS 102 |
| SPE 101 | |

Students who receive two grades of F, WU, R, or any combination thereof in any of the remedial or developmental courses listed here are not permitted to continue at the College. Students may not appeal the denial of registration.

ASSOCIATE DEGREES

CORRECTION ADMINISTRATION

(Associate in Science)

The AS degree with a concentration in Correction Administration is appropriate for students preparing for entry-level positions in institutional or community corrections as well as for correctional professionals who wish to improve their skills and add to their knowledge. It can be used as a foundation for the baccalaureate degree in correctional studies.

Credits required. 24

Prerequisites: PSY 101. In addition, students are strongly encouraged to take SOC 101 and GOV 101 with this degree. Each of these courses partially satisfies the general education requirements in the social sciences.

Advisor. Professor Lior Gideon, Department of Law, Police Science and Criminal Justice Administration (**212.237.8991**, **lgideon@jjay.cuny.edu**)

Additional Information. Students who enrolled for the first time at the College in September 1995 or thereafter must complete the degree in the form presented here. Students, who enrolled prior to that date, may choose the form shown here, or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Credits

Part One

Required

Corrections 101 Institutional Treatment of the Offender
Corrections 201 The Law and Institutional Treatment
Corrections 250 Rehabilitation of the Offender
Criminal Justice 101 Introduction to Criminal Justice
Public Administration 240 Introduction to Public Administration
Sociology 203 Criminology

Subtotal: 18

Part Two

Select one

Corrections 202 The Administration of Correctional Programs
for Juveniles
Corrections 282 Principles of Correctional Operations
Sociology 236 Victimology

Subtotal: 3

Part Three

Select one

Anthropology 110/Psychology 110/Sociology 110 Drug and Alcohol Use
and Abuse in American Society
Corrections 390 Internship (strongly recommended for students without
experience in corrections, probation, or parole)
English 235 Writing for Management, Business and Public
Administration

Subtotal: 3

Total: 24

CRIMINAL JUSTICE

(Associate in Science)

The AS degree with a concentration in Criminal Justice provides a broad foundation for careers in any part of the criminal justice system. It is appropriate for students who have not yet made a specific career choice. This associate degree can also be used as a stepping stone for a bachelor's degree. With the help of the criminal justice advisor, a student can work out a plan to earn this degree and then go on to a bachelor's degree in most of the College's majors without having to take any extra courses.

Credits required. 24

Prerequisites: GOV 101. This course partially fulfills the general education requirement in the social sciences.

Advisor. Professor Barry Latzer, Department of Government
(**212.237.8192**, **blatzer@jjay.cuny.edu**)

Credits

Part One. Core Courses

Required

Criminal Justice 101 Introduction to Criminal Justice
Law 203 Constitutional Law

Subtotal: 6

Part Two. Skills

Subtotal: 6

Select two

Criminal Justice 255 Computer Applications in Criminal Justice
English 235 Writing for Management, Business and Public Administration
English 250 Writing for Legal Studies
Mathematics 220/Fire Science 220/Police Science 220
Survey of the Concepts of Operations Research
Mathematics 271 Introduction to Computing and Programming
Public Administration 241 Computer Applications in
Public Administration
Speech 285 Courtroom Communication
Statistics 250 Principles and Methods of Statistics

Part Three. Concentration

Subtotal: 9

Select three

Corrections 201 The Law and Institutional Treatment
Forensic Science 213/Police Science 213 Survey of Criminalistics
Government 203 Municipal and State Government
Government 230 Principles of Constitutional Law
Law 206 The American Judiciary
Law 209 Criminal Law
Police Science 201 Police Organization and Administration
Psychology 271/Police Science 271 Psychological Foundations of
Police Work
Public Administration 240 Introduction to Public Administration
Sociology 203 Criminology

Part Four. Cognate Courses

Subtotal: 3

Select one

African-American Studies Sociology 215 The Police and the Ghetto
Anthropology 230 Culture and Crime
Anthropology 110/Psychology 110/Sociology 110 Drug and Alcohol Use
and Abuse in American Society
History 277 American Legal History
Psychology 235 Social Psychology and the Criminal Justice System
Psychology 275 Family Conflict and the Family Court
Puerto Rican/Latin American Studies Sociology 241
The Puerto Rican Experience in Urban United States Settings

Total: 24

POLICE STUDIES

(Associate in Science)

The AS degree with a concentration in Police Studies is designed for those students interested in careers in law enforcement. It contains courses related to the professional knowledge and skills inherent in law enforcement. It may be used as a stand alone degree program for those who seek to enhance employability; *or*, in addition, as a specific, tangible accomplishment en route to the attainment of the baccalaureate degree.

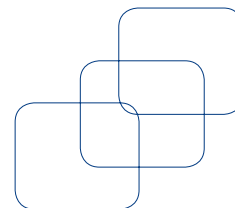
Credits required. 24

Prerequisites: GOV 101. This course partially fulfills the general education requirement in the social sciences. In addition, PSC 101 must be taken by students with no law enforcement experience. GOV 101 is the prerequisite for LAW 203.

Advisor. Professor Peter Moskos, Department of Law, Police Science and Criminal Justice Administration (**212-237-8393**, **pmoskos@jjay.cuny.edu**)

Additional information. Students who enrolled for the first time at the College in September 1996 or thereafter must complete the degree in the form presented here. Students who enrolled prior to that date may choose the form shown here, or the earlier version of the degree. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Please note: Students considering the possibility of completing a baccalaureate degree in Police Studies should first consult with an advisor since all courses in this degree are not applicable toward fulfillment of the requirements for the baccalaureate degree program in Police Studies.





Degrees Offered

Credits

Part One. Core Courses

Subtotal: 6

Required

Law 203 Constitutional Law
Police Science 201 Police Organization and Administration

Part Two. Police Studies

Subtotal: 6

Select two

Police Science 202 Police and Community Relations
Police Science 204 The Patrol Function
Police Science 207 The Investigative Function
Police Science 210 Colloquium on Criminal Justice Literature
Police Science 223 Personnel Administration and Supervision
Police Science 245 Community Policing

Part Three. Law

Subtotal: 6

Select two

Law 202 Law and Evidence
Law 204 Criminal Law of New York
Law 206 The American Judiciary
Law 209 Criminal Law
Law 211 Civil Disobedience, Urban Violence and Dissent
Law 212 The Criminal Process and Code of Criminal Procedures

Part Four. Interdisciplinary Skills And Foundations

Subtotal: 6

Select two

African-American Studies Sociology 121/Sociology 121
African-American Community Issues
African-American Studies Sociology 215 The Police and the Ghetto
Anthropology 208 Cities and Culture
Computer Literacy 101 Computer Literacy
English 235 Writing for Management, Business and Public Administration
English 238 Investigative Report Writing
Forensic Science 213/Police Science 213 Survey of Criminalistics
History 267/Puerto Rican/Latin American Studies History 267
History of Caribbean Migrations to the United States
Philosophy 102 Introduction to Ethics
Psychology 213/Sociology 213 Race and Ethnic Relations
Psychology 271/Police Science 271 Psychological Foundations of Police Work
Public Administration 240 Introduction to Public Administration
Puerto Rican/Latin American Studies Sociology 241
The Puerto Rican Experience in Urban United States Settings
Sociology 203 Criminology
Speech 204 Group Discussion and Conference Techniques
Speech 285 Courtroom Communication

Total: 24



SECURITY MANAGEMENT

(Associate in Science)

Security, the protection of assets from loss, is a vital industry that safeguards and enhances interests of the private, public and institutional sectors. The AS degree with a concentration in Security Management prepares students to enter and advance in a variety of occupational opportunities including physical security, program planning, training and investigation. Degree recipients are urged to pursue their studies through the Bachelor of Science degree, or beyond.

Credits required. 21–24

Prerequisites: ECO 101, GOV 101 and SOC 101. Two of these courses fulfill the general education requirement in the social sciences.

Contact person. Professor Glen Corbett, Department of Protection Management (212.237.8092, gcorbett@jjay.cuny.edu)

Additional information. Students who enrolled for the first time at the College in September 1995 or thereafter must complete the degree in the form presented here. Students, who enrolled prior to that date, may choose the form shown here, or the earlier version of the degree. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Part One

Required

Security 101 Introduction to Security
Security 210 Methods of Security
Security 211 Security Management

Part Two

Required

English 235 Writing for Management, Business and Public Administration
Law 207 Law for Security Personnel
Police Science 207 The Investigative Function
Police Science 2XX Privatization in Law Enforcement

Credits

Subtotal: 9

Subtotal: 12

Part Three

Subtotal: 0–3

Strongly recommended for students without a background in law enforcement or security management

Security 3XX Security Internship

Total: 21–24

DEGREES AWARDED BY JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

Degrees Awarded by the College

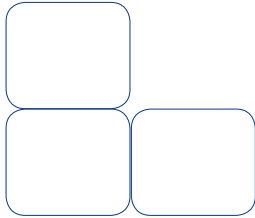
HEGIS (Higher Education)

| Code | Degree | Title |
|-----------|--------|--|
| 0799 | BS | Computer Information Svstems in Criminal Justice and Public Administration |
| 0799 | MS | Forensic Computing |
| 1999.20 | BS | Forensic Science |
| 1999.20 | MS | Forensic Science |
| 2099 | MA | Forensic Psychology |
| 2099/2099 | BA/MA | Forensic Psychology/Forensic Psychology |
| 2099 | BA | Forensic Psychology |
| 2101 | MS | Protection Management |
| 2101 | BA | Fire Service Administration |
| 2101 | BS | Fire Science |
| 2102 | BA | Public Administration |
| 2102/2102 | BA/MPA | Public Administration/Public Administration |
| 2102 | MPA | Public Administration |
| 2104.10 | MA | Forensic Mental Health Counseling |
| 2105 | BS | Criminal Justice |
| 2105 | BA | Justice Studies |
| 2105 | BS | Police Studies |
| 2105 | BS | Criminal Justice Administration and Planning |
| 2105/2102 | BS/MPA | Criminal Justice Administration and Planning/ Public Administration |
| 2105 | BS | Correctional Studies |
| 2105 | MA | Criminal Justice BA,/MA |
| 2105 | BS | Security Management |
| 2105 | BA | Criminal Justice |
| 2105 | MA | Criminal Justice |
| 2105/2105 | BA/MA | Criminal Justice/Crimlnal Justice |
| 2105/2105 | BS/MA | Criminal Justice/Criminal Justice |
| 2105/2105 | BS/MA | Criminal Justice Administration and Planning/Criminal Justice |
| 2105/2105 | BS/MA | Police Studies/Criminal Justice |
| 2105 | BA | International Criminal Justice |
| 2199 | BS | Legal Studies |
| 2204 | BS | Economics |
| 2207 | BA | Government |
| 2207 | BA | Judicial Studies |
| 2299 | BA | Deviant Behavior and Social Control |
| 2209 | BA | Criminology |
| 5505 | AS | Criminal Justice |
| 5505 | AS | Correction Administration |
| 5505 | AS | Security Management |
| 5505 | AS | Police Studies |
| 5505 | Cert. | Certificate in Dispute Resolution |

Degrees Awarded through The City University of New York Graduate School and John Jay College of Criminal Justice

| | | |
|------|-------|---------------------|
| 2105 | MPhil | Criminal Justice |
| 2105 | PhD | Criminal Justice |
| 2099 | PhD | Forensic Psychology |

2 Course Offerings



COURSES OFFERED 2008-2009

This course listing is arranged by subject category and then alphabetically within each by the course prefix. Each course is designated not only by its number, but also by a three-letter prefix. The subject categories and their corresponding prefixes are noted:

The following courses are expected to be offered during the 2008-2009 academic year. However, students should note that course offerings are dependent upon sufficient student registration, availability of faculty, and financial constraints.

| | |
|--|-----------------------|
| Accounting | ACC |
| African-American Studies | |
| African-American Studies Drama | AAD |
| African-American Studies Economics | AAE |
| African-American Studies Government | AAG |
| African-American Studies History | AAH |
| African-American Studies | |
| Independent Research and Internship | AAI |
| African-American Studies Justice | AAJ |
| African-American Studies Literature | AAL |
| African-American Studies Psychology | AAP |
| African-American Studies Research Seminar | AAR |
| African-American Studies Sociology | AAS |
| Anthropology | ANT |
| Art History and Studio Art | ART |
| Basic Skills | |
| Immersion: College Orientation | ISC |
| Immersion: Mathematics | ISM |
| Immersion: Reading | ISR |
| Immersion: Writing | ISW |
| Biology | BIO |
| Cooperative Education | CEP |
| Chemistry | CHE |
| Chinese | CHI |
| Computer Literacy | CLT |
| Communication Skills | COM |
| Corrections | COR |
| Criminal Justice | CRJ |
| Counseling | CSL |
| Drama | DRA |
| Economics | ECO |
| English | EAP, ENG, ENGW |
| Environmental Science | ENV |

Course Listing

| | | | |
|--|------------|--|-------------|
| Ethnic Studies | ETH | Puerto Rican/Latin American Studies | |
| Fire Science | FIS | Sociology | PLS |
| Forensic Science | FOS | Puerto Rican/Latin American Studies | |
| French | FRE | Spanish | PLW |
| Government | GOV | Police Science | PSC |
| History | HIS | Psychology | PSY |
| Humanities & Justice Studies | HJS | Religion | REL |
| Honors | HON | Russian | RUS |
| Interdisciplinary Studies | ISP | Security | SEC |
| International Criminal Justice | ICJ | SEEK | |
| Italian | ITA | Communication Skills - SEEK | COMS |
| Law | LAW | English - SEEK | ENGs |
| Legal Studies | LGS | Freshman Colloquium | FRC |
| Literature | LIT | Mathematics - SEEK | MATS |
| Mathematics | MAT | Speech - SEEK | SPES |
| Music | MUS | Sociology | SOC |
| Natural Science | NSC | Spanish | SPA |
| Public Administration | PAD | Speech | SPE |
| Physical Education | PED | Social Science Research | SSC |
| Philosophy | PHI | Statistics | STA |
| Physics | PHY | Toxicology | TOX |
| Puerto Rican/Latin American Studies | | | |
| Puerto Rican/Latin American Studies | PLA | | |
| Anthropology | | | |
| Puerto Rican/Latin American Studies | PLC | | |
| Corrections | | | |
| Puerto Rican/Latin American Studies | PLE | | |
| Economics | | | |
| Puerto Rican/Latin American Studies | PLG | | |
| Government | | | |
| Puerto Rican/Latin American Studies | PLH | | |
| History | | | |
| Puerto Rican/Latin American Studies | PLI | | |
| Independent Study and Research | | | |
| Puerto Rican/Latin American Studies | PLJ | | |
| Justice | | | |
| Puerto Rican/Latin American Studies | PLL | | |
| Literature | | | |
| Puerto Rican/Latin American Studies | PLM | | |
| Music | | | |



ACCOUNTING

ACC 250 Introduction to Accounting

3 HOURS, 3 CREDITS

This course will consider topics that are basic to the accounting process while giving attention to criminal accounting manipulations. Students completing this course will have a broad understanding of the accounting cycle. Students will gain knowledge of the basic accounts found in the accounting system including revenues, expenses, assets, liabilities and equity accounts. Students will learn how to prepare basic financial statements and analyze them to determine the fiscal viability of an organization. Attention will be given to cases involving accounting scandals and frauds. This course prepares students for ACC 307 Introduction to Forensic Accounting.

Prerequisite: ENG 101

ACC 251 Introduction to Managerial Accounting

3 HOURS, 3 CREDITS

This course introduces financial and managerial accounting, with an emphasis on managerial reporting. It provides students with the necessary skills to interpret, analyze, and research financial statement information. Students will acquire a basic understanding of how financial accounting affects the managerial accounting process and how to use financial statements to monitor budgets. Students will apply these skills to supervise daily operations, plan future operations and develop overall organizational strategies. The course prepares students for ACC 307 Introduction to Forensic Accounting.

Prerequisite: ENG 101

ACC 307 Introduction to Forensic Accounting

3 HOURS, 3 CREDITS

This course provides students with an overview of forensic accounting and will examine methods and approaches used to uncover fraud, fraud theories, fraud patterns and schemes, fraud concealment strategies, evidence collection and legal elements of fraud. Case studies will be used to make distinctions between international deceptions and negligent misrepresentations or omissions. Income statements and balance sheets will be used for risk analysis. Students will learn to detect concealment in financial statement notes and analytical methods to infer income concealment.

Prerequisites: ENG 101, *and* ECO 250 or ECO 251

AFRICAN-AMERICAN STUDIES

AAD 230 African-American Theatre

(Same course as Drama 230)

3 HOURS, 3 CREDITS

A study of the development of the African-American theatre considering selected works of such playwrights as Langston Hughes, Lorraine Hansberry, James Baldwin, Imamu Amiri Baraka (LeRoi Jones), Ed Bullins, Charles Gordone, Douglas Turner Ward, Adrienne Kennedy, Ron Milner, Ben Caldwell, Philip Hayes Dean, Richard Wesley and Joseph A. Walker, as well as such production companies as the *Spirit House Players and Movers*, the *Negro Ensemble Company*, and the *Afro-American Studio Theatre*. Plays focusing on such areas as ethnic identity, lifestyles and nationalism will be examined.

Prerequisites: ENG 101 *and* sophomore standing or above

AAE 250 Political Economy of Racism

(Formerly AAE 290)

3 HOURS, 3 CREDITS

A study of the role of racism in the development of American capitalism. Examination of the impact of racism on the distribution of income, wealth and economic opportunity. Analysis of the role of racism in the economics of historical experiences such as slavery, Reconstruction, migration and urbanization, as well as in its role in the economics of contemporary business cycles and of on-going long term transformations of both the American and global economies.

Prerequisites: ENG 101, *and* ECO 101 or ECO 102

AAG 270 African Politics

3 HOURS, 3 CREDITS

A survey of contemporary African governments and perspectives in the study of African politics, political processes and political change, political economy and international relations in Africa. Prospects for future African political development in the context of the global political economy.

Prerequisite: ENG 101

**AAH 150 Origins of Contemporary Africa
(Formerly AAH 195)**

3 HOURS, 3 CREDITS

An introduction to the history of Africa from the decline of the Songhay Empire to the present. Survey of cultural, economic and political developments that have shaped contemporary Africa.

**AAH 166 Histories of the Caribbean Islands
(Same course as HIS 166 and PLH 166)**

3 HOURS, 3 CREDITS

A broad survey of the Caribbean Island nations and territories from the beginnings of European colonization until the present. Particular attention will be given to the economic and social aspects of the evolution and to the problems of unity and diversity.

**AAH 263 African Heritage in the Caribbean
(Same course as PLH 263)**

3 HOURS, 3 CREDITS

From an interdisciplinary perspective, this course examines the social and political forces in the contemporary Caribbean. The course will focus on the following: the legacy of slavery, plantation society and underdevelopment, democracy, capitalism and socialism, race, class and ethnic conflict.

Prerequisites: ENG 101 and sophomore standing or above *or* permission of the section instructor

**AAH 267 History of Caribbean Migrations
to the United States
(Same course as PLH 267 and HIS 267)**

3 HOURS, 3 CREDITS

A comparative study of the most significant aspects of the Caribbean migrations to the U.S. during the 20th century. Emphasis on political, economic and social framework of the migration process. Special attention will be given to the contemporary situations of the Haitian, Hispanic and West Indian communities in the U.S.

Prerequisite: ENG 101 and sophomore standing or above *or* permission of the section instructor

**AAH 270 The History of African-American
Social and Intellectual Thought**

3 HOURS, 3 CREDITS

An historical survey of the principal ideas, ideologies and intellectual currents in the African-American community including the shifting emphases on assimilation, Pan-Africanism and nationalism, major organizations and movements and key individuals who have shaped African-American thought, and examination of the impact of these ideas on American thought and culture.

Prerequisites: ENG 101 and ETH 123

**AAH 275 African-American Military History and
Social Justice**

3 HOURS, 3 CREDITS

This course examines the experience of African Americans in U.S. military history and the social justice issues that shaped their lives from the American revolutionary period through current conflicts. Discussions will examine social justice issues that influence the actions of non-citizen black soldiers during the revolutionary period as “fugitives” and insurrectionists and as citizen soldiers in the Civil War, up to more recent military operations including Iraq. Critical social justice issues such as biased comeback assignments, segregated units, conflicts with civilians, sexual exploitation, combat post-traumatic stress syndrome, inequities associated with the G.I. Bill, etc., will be discussed in their relationship to larger societal issues, such as, institutional racism and poverty. In this regard, the emergence of the “Double V” social philosophy for African-American military personnel during World War II will be analyzed for its current relevancy.

Prerequisites: ENG 101, *and* ETH 123, ETH 125, HIS 201, *or* HIS 202

AAI 410 Independent Study

3 HOURS, 3 CREDITS

An intensive individualized reading course in which a significant topic, issue or area of interest in African-American Studies is pursued under the guidance of a member of the faculty. A research paper is required.

Prerequisites: ENG 102 *or* ENG 201, 6 credits in African-American Studies, and senior status, or permission of the section instructor

AAJ 210 Drugs and Crime in Africa

3 HOURS, 3 CREDITS

This course examines drugs and crime from an African perspective and traces the history of cannabis use in sub-Saharan Africa. The course also examines how Africa was used by drug traffickers as a transit point for heroin and cocaine destined for Europe and the United States. The course also examines how the international drug trafficking spillover effect has resulted in consumption of hard drugs and psychotropic substances in sub-Saharan African countries. The drugs' use and misuse are examined in relation to the emergence of drug addicts, HIV/AIDS and other health problems, crime, homelessness, unemployment, violence and organized crime. It will also examine the role played by police narcotics units and the emergence of Narcotic Control Boards.

Prerequisite: ENG 101

AAJ 220 Law and Justice in Africa (Formerly AAJ 293)

3 HOURS, 3 CREDITS

Examination of the philosophical base of African customary law. Traditional theories of crime prevention, punishment, and the dispensation of justice in selected pre-colonial African societies. The enforcement of laws by the traditional community and traditional courts, and community involvement in the prevention of crime. African laws under colonialism and in contemporary independent nations.

Prerequisite: ENG 101

AAJ 225 Police and Law in Africa (Formerly AAJ 295)

3 HOURS, 3 CREDITS

This course will study the role of the police as a law enforcement arm of government and as a peacekeeping force. The study will focus on the role of the police in the pre-colonial period of Africa, the colonial period and the period after independence. In each of these periods, the study will highlight the type of laws that were used to govern the populace. The body of laws include: a) African community law, as used during the pre-colonial period; b) Colonial laws during the colonial era; c) Modern African law, being a combination of African customary law and the recent laws inundated by the national legislation.

Prerequisite: ENG 101

AAJ 229 Restoring Justice: Making Peace and Resolving Conflict

3 HOURS, 3 CREDITS

This course will focus on examples of restorative justice from Africa and the Pacific Islands, a seldom-considered part of the African Diaspora. To that end, the course will explore how an African philosophy of "ubuntu" (or "humanity towards others") influences Africa's notions of justice, community and suffering. Comparisons will be drawn with traditional western views of restorative justice. Unlike the traditional justice system found in the U.S. and in other parts of the world that focus on punishing criminal behavior, restorative justice mirrors the way that disputes are settled in tribes — offenders make amends not only to victims but to their communities.

Prerequisites: ENG 101 *and* sophomore standing or above

AAJ 230 Comparative Perspectives on Crime in the Caribbean

(Same course as PLJ 230)

3 HOURS, 3 CREDITS

This course will examine crime in the Caribbean with a particular focus on the differences and similarities among the Spanish-, English-, French- and Dutch-speaking nations of the Caribbean region. The course will study the trends in crime in the Caribbean from a comparative perspective, and the methods employed by various individual nations to help diminish crime and delinquency. The specific topics to be studied include political crime and offenses, political corruption, drug dealing and trafficking, juvenile delinquency, domestic violence and sexual assault in the Caribbean. This course can be used to satisfy requirements for the International Criminal Justice major.

Prerequisite: ENG 101

AAL 223 African-American Literature
(Same course as LIT 223)

3 HOURS, 3 CREDITS

A study of the writing of African Americans from colonial times to the present, with special attention to influential African-American writers such as W. E. B. Du Bois, Toomer, Hughes, Wright, Brooks, Ellison, Baldwin, Baraka and Malcolm X. Readings in novels, plays, autobiographies, short stories, poems, folktales and essays will explore a wide range of African-American aesthetic responses to life in the United States.

Prerequisites: ENG 101, *and* ENG 102 *or* ENG 201

**AAL 340 The African-American Experience in America:
Comparative Racial Perspectives
(Same course as LIT 340)**

3 HOURS, 3 CREDITS

An examination of African-American life through the works of both African-American and white writers. The course will look at the inter-relationships and differences between African-American and white perspectives. Authors such as W. E. B. Du Bois, Melville, Wright, Baldwin, Mark Twain, Faulkner, Ellison, Welty and Baraka will be read.

Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 or LIT 233

**AAP 129 The Psychology of the African-American Experience
(Same course as PSY 129)**

3 HOURS, 3 CREDITS

Survey and critique of the major theoretical perspectives on African-American psychological development. Overview of the psychological experience of African Americans, particularly those responses that foster sound psychological functioning despite oppressive or distorting social feedback. Application of psychological concepts and principles to the African-American experience.

**AAP 240 Psychology of Oppression
(Same course as PSY 240)**

3 HOURS, 3 CREDITS

A study of the origins of oppression and its psychological effects on various racial and ethnic groups. Comparative analysis of the responses of African Americans and other selected groups to oppression. Examination of the similarities and differences in patterns of adaptation to abuses of power and authority.

Prerequisites: ENG 101, *and* AAP 129/PSY 129 or PSY 101

AAP 245 Psychology of the African-American Family

3 HOURS, 3 CREDITS

This course will examine and analyze critical psychological theories and research that address various forms of the African-American family. There will be an overview of the political, cultural and economic factors that have contributed to both the forms and functions of the African-American family over the past 400 years. Students will also closely examine current family forms such as extended family, single parent families and nuclear families. They will also discuss the role that both resident and non-resident fathers play, the challenges of gender and the role of education.

Students will utilize material from diverse data sets including census data, various theoretical approaches and personal experiences to develop an appreciation of the psychological dynamics of various forms of African-American family life.

Prerequisites: ENG 101, *and* ETH 123 *or* ETH 125

AAR 310 Research Seminar in African-American Studies

3 HOURS, 3 CREDITS

Seminar and research project addressing a selected contemporary or historical issue of significance in African-American Studies. Research paper utilizing basic research methodologies required.

Prerequisites: ENG 102 or ENG 201, 6 credits in African-American Studies, and junior standing or above, *or* permission of the section instructor.

AAS 110 Race and the Urban Community

3 HOURS, 3 CREDITS

An introduction to problems of contemporary race relations in major urban areas with particular emphasis on the impact of race and racism on the interactions between the African-American community and other racial or ethnic groups.

AAS 121 African-American Community Issues

3 HOURS, 3 CREDITS

An introduction to the origins and development of urban African-American communities. An exploration of the historical effects of racial isolation on community building and examination of selected contemporary socioeconomic issues with respect to such areas of concern as housing, education, welfare, the African-American family, crime and the criminal justice system.

AAS 215 The Police and the Ghetto

3 HOURS, 3 CREDITS

Examination of the various perspectives on the nature of police roles in urban African-American communities including perceptions of police as law enforcement agents and as preservers of social order. Functional analysis of crime and of police roles in the ghettoization of communities.

Prerequisites: ENG 101, *and* AAS 110 or AAS 121

AAS 237 Institutional Racism (Formerly AAS 293)

3 HOURS, 3 CREDITS

A critical examination of policies and informal practices of organizations

and institutions and of laws and regulations that have adversely affected social and economic opportunities and outcomes for African Americans. Forms, impacts and responses to racism in such areas as the design and implementation of social programs, the criminal justice system, education, employment and business.

Prerequisites: ENG 101, *and* one of the following: ETH 123, AAS 110, AAS 121 or SOC 101

ANTHROPOLOGY

ANT 101 Introduction to Anthropology

3 HOURS, 3 CREDITS

Comparative study of cultures, or ways of life, of people around the world, with emphasis on non-Western, preliterate cultures. Examples may include Native American peoples, South American tribal peoples, the Amish, Gypsies, and the Inuit (Eskimos) of northern Canada and Alaska. Analysis of major aspects of culture, including language; marriage, birthing and child rearing; family and kinship; law, government, and social control; and religion.

ANT 110 Drug and Alcohol Use and Abuse in American Society

(Same course as PSY 110 and SOC 110)

3 HOURS, 3 CREDITS

An overview of drug substances and drug abuse as considered from various approaches, including types and patterns of drug abuse, symptoms, causes, treatment modalities and other related factors. Specific drug substances are discussed, along with resultant psychological and physiological effects. Attention is paid to legal, cultural and educational factors as they relate to drug abuse prevention. Consideration of the relationship between urban living and drug use.

ANT 208 Cities and Culture

3 HOURS, 3 CREDITS

The basic concepts and perspectives of anthropology are used to examine the many different subcultures and groups that make up the urban environment, both in the United States and in other complex societies. It examines how these groups both conflict and cooperate with each other, as they compete for urban space and urban resources. The course includes examination of deviant behavior, as it exists within the context of the

urban environment, and the ways in which the special characteristics of cities relate to the emergence and maintenance of a great diversity of lifestyles and subcultures.

Prerequisites: ENG 101 *and* sophomore standing or above

ANT 210 Sex and Culture

(Same course as PSY 210 and SOC 210)

3 HOURS, 3 CREDITS

Study of behavioral and psychological differences between males and females in the light of contemporary theories of social structure, social learning and individual development. Emphasis on the examination of contemporary theoretical issues in cross-cultural perspective.

Prerequisites: ENG 101 *and* sophomore standing or above

ANT 212 Applied Anthropology

3 HOURS, 3 CREDITS

Consideration of past, present and future applications of anthropology and fieldwork techniques in such areas as criminal justice, education, mental health, demography, medicine and areas involving change.

Prerequisites: ENG 101 *and* ANT 101

ANT 214 Spiritualism, Religion and Magic

3 HOURS, 3 CREDITS

Cross-cultural study of religious beliefs and practices and the ways in which they are related to other aspects of culture including deviance and social control.

Prerequisites: ENG 101 *and* sophomore standing or above

ANT 224 Death, Dying and Society:

A Life Crises Management Issue

(Same course as PHI 224, PSY 224 and SOC 224)

3 HOURS, 3 CREDITS

Death and dying will be viewed from the perspectives of a variety of academic disciplines and applied fields. The course will deal with the dying process: the different cultural practices and beliefs related to this process; its impact on the individual and his or her family, particularly in the areas of grief, mourning and restructuring of the family; and it will examine the ways different occupational groups are routinely involved with death and dying and the methods they evolve to manage it for others and cope with it themselves. The course will also explore different types of

death, death at different periods in the life cycle, euthanasia, abortion and ethical, religious existential issues related to death and dying. The course will be multidisciplinary.

Prerequisites: ENG 101, **and** an introductory course in sociology, anthropology, philosophy, or psychology

ANT 230 Culture and Crime

3 HOURS, 3 CREDITS

An analysis of crime and its relation to other aspects of culture in Western and non-Western societies. Topics include those who have been labeled as bandits, criminals and rebels; women who have turned to crime in an attempt to resolve the contradictions of their position; and the impact of Western culture and colonization on crime and justice in the non-Western world.

Prerequisites: ENG 101 **and** any social science course

ANT 310 Culture and Personality

(Same course as PSY 310 and SOC 310)

3 HOURS, 3 CREDITS

The factors in and the effects of cultural conditioning on the biological foundations of personality. A study, on a cross-cultural basis, of the conditioning factors of childcare and training, group values and attitudes, practices and culture forms, with reference to basic personality formation.

Prerequisites: ENG 102 or ENG 201, junior standing or above, **and** one of the following: ANT 101, PSY 101 or SOC 101

ANT 315 Systems of Law

3 HOURS, 3 CREDITS

Cross-cultural comparison of legal systems. Consideration of concepts of justice, rules of procedure, methods of punishment and rehabilitation.

Prerequisites: ENG 102 or ENG 201, **and** a course in anthropology or law, **or** junior standing or above

ANT 330 American Cultural Pluralism and the Law

3 HOURS, 3 CREDITS

Culturally different groups use law in the United States to assert their rights and to maintain their cultural autonomy. They may also avoid courts and solve disputes within their communities. This course examines, through legal and ethnographic cases, the ways in which culturally different groups interact with law in the United States. The groups studied may include Native Americans and Native Hawaiians,

African Americans, Asian Americans, Mormons, Amish, Rastafarians, Hasidic Jews, Latinos, Gypsies, gays, women and the homeless.

Prerequisite: ENG 102 or ENG 201

ANT 340 Anthropology and the Abnormal

3 HOURS, 3 CREDITS

A study of the ways in which different societies define "abnormal behavior," with emphasis on the understanding of the societal basis of the selection and labeling of certain behaviors as "abnormal." The social uses of deviance are examined. Roles such as the shaman, the transvestite, the homosexual, the saint, the sinner, the jokester, the aged and the mental defective are analyzed in the context of specific cultures. Various forms of psychological and social therapies to treat the abnormal are discussed, with examples drawn from both Western and non-Western cultures.

Prerequisites: ENG 102 or ENG 201, ANT 101 or PSY 101, **and** junior standing or above

ANT 410 Independent Study

3 HOURS, 3 CREDITS

A study of reading and reporting planned and carried out under the guidance of a faculty member. Concerned with a selected topic, issue or area of interest in anthropology, psychology, or sociology.

Prerequisites: ENG 102 or ENG 201, **and** 12 credits in anthropology, **or** permission of the chairperson of the department and the section instructor

ANT 445 Culture, Psychopathology and Healing (Formerly ANT 345) (Same course as PSY 445)

3 HOURS, 3 CREDITS

This course will study and compare models of mental illness and treatment within Western cultures, non-Western cultures and migrating populations. Cultural notions of mental illness and healing and applicability of Western models of psychopathology, psychiatry, and psychotherapy to other cultures will be considered. The evolving role of Western psychology and psychiatry within the context of globalization of health care systems will be addressed. Topics will include self and culture; emotions and culture; cross-cultural diagnosis; psychotherapists, traditional healers and shamans; the immigrant as psychiatric patient; the politics of psychiatry in world health.

Prerequisites: ENG 102 or ENG 201, PSY 242, **and** junior standing or above

ANT 450 Majors Works in Deviance and Social Control

(Same course as PSY 450 and SOC 450)

3 HOURS, 3 CREDITS

The study of major writings on deviance and social control of 20th-century anthropologists, psychologists, and sociologists who made seminal contributions to the contemporary understanding of the subject. The course, a seminar, will include selected writings of such theorists as Ruth Benedict, Emile Durkheim, Sigmund Freud, Bronislaw Malinowski, Robert K. Merton and Thomas Szasz.

Prerequisites: ENG 102 or ENG 201, senior standing, *and* majoring in Deviant Behavior and Social Control

ART 110 Ceramics Workshop

3 HOURS, 3 CREDITS

This course will enable the student to design and create hand built pottery according to the principles of design, and work with various techniques of finishing, glazing, and firing. Students will learn the basic principles of three-dimensional design by studying the shapes of utilitarian as well as decorative objects in their immediate environment. In addition, they will explore pottery styles of such non-Western cultures as Japan, China, the Mayans of ancient Mexico, the Yoruba of Nigeria and the Ndebele of Zimbabwe, as well as pottery styles of the ancient Greeks and the Navaho and Pueblo Indians of the American Southwest.

ART 111 Introduction to Drawing and Painting

3 HOURS, 3 CREDITS

Introduction to the elements of design, drawing and painting. Graphic expression through various mediums.

ART 112 Design Foundations

3 HOURS: 3 LABORATORY HOURS, 3 CREDITS

Design Foundations explores the various elements of how images are composed. Students learn to manipulate pictorial space through the study of color, line, shape, space, texture and value. In addition, students will study the creation and use of signs, patterns, and symbols from both indigenous and contemporary culture.

ART 115 Introduction to Sculpture

3 HOURS, 3 CREDITS

Introduction to sculpture. Students will learn basic principles and techniques of creating sculpture. Through the sculpture making process, they will be encouraged to investigate their potential for expressing three-dimensional concepts. Special emphasis will be placed on the actual process of developing creative awareness by taking an idea from its inception through various stages of revision to completion in a three-dimensional form. Through visual materials such as slides, films and videotapes, as well as museum visits, students will learn about sculptures from various non-Western cultures such as Latin America, Africa and Asia.

ART 230 Issues in Art and Crime

3 HOURS, 3 CREDITS

This course will cover the major current and historic issues dealing with art and crime. After a discussion of the value of art in our world, the course

ART HISTORY AND STUDIO ART

ART 101 Introduction to the Visual Arts

3 HOURS, 3 CREDITS

Through visual images, this course traces the development of art in the West by considering characteristic achievements of the major periods of history, such as the pyramids of Egypt, Gothic cathedrals, Michelangelo's sculpture, and the painting of Vincent Van Gogh. The panorama of painting, sculpture and architecture is examined with a view to understanding the artworks as unique objects and as expressions of particular civilizations at particular moments in history.

ART 103 Art of the Italian Renaissance

3 HOURS, 3 CREDITS

This course covers one of the greatest periods of Western Art. It begins with the innovation of the 14th century artist Giotto and continues through 15th century, concluding with high Renaissance artists such as Leonardo, Michelangelo, and Titian.

ART 105 Modern Art

3 HOURS, 3 CREDITS

The course considers the development of art in the modern Western world beginning with European art in the late 18th century ending with American art after World War II. The work of such major artists as David, Degas and Monet, Van Gogh and Gauguin, Picasso and Brancusi, Jackson Pollack and Andy Warhol are studied as the history of individual achievement and in the contexts of modern life.

will cover five main topics: theft, repatriation (including issues of national ownership and cultural property), vandalism and restoration, fakes and forgeries, and censorship and freedom of expression. Through lectures, slide presentations, documentaries, classroom discussion and student presentations, the course will study these main issues by using a wide variety of specific case studies in order to frame the current issues facing the preservation and continued enjoyment of art in our world today. The critical issue of who controls art and how it is displayed and protected will also be addressed. The class is intended to make students critically assess the issues facing artists, collectors, museums, and nations in reducing crime and conserving the artistic heritage of everyone, today and in the future.

Prerequisites: ENG 101, and ART 101 or ART 103 or ART 105

BASIC SKILLS (Freshman Services)

These courses are generally offered during the summer and winter intersessions for students who are working towards skills-certification.

ISC 010 Basic Skills Immersion: College Orientation

3 HOURS, NO CREDIT

Orientation to academic requirements, student services, issues in general education and career planning. Study skills, time management, and adjustment to the college environment. Use of academic facilities: the

Library, Writing Center, Academic Computing Center, Reading Skills Laboratory, and Mathematics Laboratory. Authorized grades: P, R, and W.

ISM 010 Basic Skills Immersion: Mathematics

3 HOURS, NO CREDIT

Intensive review of arithmetic and elementary algebra. Preparation for the CUNY Freshman Skills Assessment Test in mathematics. Classes supplemented by individual tutoring. Authorized grades: P, R, and W.

ISR 010 Basic Skills Immersion: Reading

3 HOURS, NO CREDIT

Intensive practice in comprehension and analysis of texts. Metacognitive approaches to improving reading. Preparation for the CUNY Freshman Skills Assessment Test in reading. Classes supplemented by tutoring in the Communication Skills Center. Authorized grades: P, R, and W.

ISW 010 Basic Skills Immersion: Writing

3 HOURS, NO CREDIT

Intensive practice in organization, grammar and syntax. Emphasis on editing and rewriting. Preparation for the CUNY Freshman Skills Assessment Test in writing. Classes supplemented by tutoring in the College Writing Center. Using the computer to write and edit. Authorized grades: P, R, and W.



BIOLOGY (Department of Sciences)

Bio 101 Paced Modern Biology I-A

3 HOURS, 2 CREDITS

Paced Modern Biology 1-A is the first course in the two-semester alternative to Modern Biology I for those students who do not place into Biology 103. The series is an in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismic levels. Topics in Biology 1-A include cell structure and function; structure and function of macromolecules; energetics; cellular respiration and photosynthesis. The entire 101/102 series must be completed in order to receive credit as a science equivalent.

Prerequisite: BIO 101 is available to students who do not place into BIO 103

BIO 102 Paced Modern Biology I-B

6 HOURS; 3 HOURS LECTURE, 3 HOURS LABORATORY; 3 CREDITS

Paced Modern Biology I-A/I-B is a two-semester alternative to Modern Biology I for those students who do not place into Biology 103. The series is an in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismic levels. Topics in Biology I-B include gene structure, function, and regulation. In the laboratory students will learn basic laboratory skills and experimental techniques including measurement, identification of macromolecules, genetic crosses, and forensic DNA analysis. The entire 101/102 series must be completed in order to receive credit as a science equivalent.

Prerequisite: BIO 101

BIO 103 Modern Biology I

7 ½ HOURS; 3 HOURS LECTURE, 1 ½ HOURS RECITATION,
3 HOURS LABORATORY; 5 CREDITS

Modern Biology I is the first half of an in-depth exploration of the basic properties of living systems on the molecular and cellular levels. Students will be introduced to cell structure, metabolism and respiration, photosynthesis, and genetics. Representative organisms from the prokaryotic and eukaryotic kingdoms are studied in detail. The laboratory portion of the course is designed to reinforce the concepts taught in the lecture and to teach basic laboratory skills. This course is designed for students with a science background and for Forensic Science majors.

Prerequisites: An SAT Verbal score of 520 or higher or completion of the New York State Biology Regents with a score of at least 80%. Students who did not take the Biology Regents will need departmental permission.

BIO 104 Modern Biology II

7 ½ HOURS: 3 HOURS LECTURE, 1 ½ HOURS RECITATION,
3 HOURS LABORATORY; 4 CREDITS

This course is the second half of the Modern Biology sequence. It continues the in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismal levels. In addition, evolution and ecology are introduced. Representative organisms from the plant and animal kingdoms are studied in detail. The laboratory portion of the course emphasizes phylogeny and teaches basic microscopy and dissection skills. This course is designed for students with a science background and for Forensic Science majors.

Prerequisites: BIO 103, or BIO 101-102 or equivalent with an average grade of 2.0 or higher in the two courses

BIO 315 Genetics

3 HOURS, 3 CREDITS

Genetics is an introduction to the field of modern genetics. Topics are drawn from classical, molecular and population genetics and include the nature of genetic variation, genetic disorders, genomics, recombinant DNA and genetic engineering techniques. Emphasis is placed on quantitative analysis and problem solving.

Prerequisites: ENG 102 or ENG 201, BIO 103-104 or BIO 101-102 and BIO 104 or equivalent. Statistics is highly recommended but not required.

BIO 412 Molecular Biology I

9 HOURS: 3 HOURS LECTURE, 6 HOURS LABORATORY; 4 CREDITS

Molecular Biology I provides an overview of the current concepts and techniques in molecular biology. Lecture topics include the molecular structure of cells, basic genetic mechanisms, control of gene expression in prokaryotes and eukaryotes, DNA replication, repair and recombination, and protein structure and function. The laboratory experiments introduce basic experimental techniques and research methodology including cell culture, recombinant DNA techniques, transformation, DNA extraction, electrophoresis, Southern and Western blotting, and DNA sequencing and analysis.

Prerequisites: ENG 102 or ENG 201, BIO 315, and CHE 315

BIO 413 Molecular Biology II

9 HOURS: 3 HOURS LECTURE, 6 HOURS LABORATORY; 4 CREDITS

Building on the knowledge and skills acquired in Molecular Biology I (BIO 412), this course provides an in-depth treatment of special topics and techniques. Lecture topics include the regulation of the cell cycle, signal transduction, cancer, genetic control of development, and bioinformatics. Special emphasis is placed on forensic DNA analysis. Laboratory experiments introduce advanced experimental techniques including expression vectors, RNA isolation, Northern blotting, PCR-STR analysis of simulated "crime scene samples" and DNA database construction.

Prerequisites: ENG 102 or ENG 201, and BIO 412

CHEMISTRY

(Department of Sciences)

CHE 100 Preparation for General Chemistry

3 HOURS, 1 CREDIT

A course in chemistry to prepare students for the level of work covered in CHE 103-104. Instruction will be given in the fundamental concepts of chemistry. The course provides the requisite skills needed to solve problems. Open to students who have not had high school chemistry or students recommended by the department.

Prerequisite: MAT 103 or the equivalent

CHE 101 General Chemistry I-A

4 HOURS; 3 HOURS LECTURE, 1 HOUR RECITATION; 2 CREDITS

This course is primarily intended for students who have not taken high school chemistry or who have received a grade of less than 80% on the New York State Chemistry Regents Examination but are interested in being a Forensic Science or Fire Science major, or are interested in developing a strong knowledge base of general chemistry principles. The course provides students with a better understanding of the chemical world around us and is a prerequisite for more advanced chemistry courses. CHE 101 is the first semester of the two-semester CHE 101-102 sequence, which is equivalent in content to CHE 103 but done at a slower pace with emphasis on developing needed skills. Topics include: a review of basic mathematical tools used in chemistry, the structure of the atom, stoichiometric calculations, aqueous solutions, gases, and an introduction to the periodic table of elements. Open to students who have not had high school chemistry, or who received a grade of C or lower in high school chemistry, or who received a grade of less than 80% on the Chemistry Regents. CHE 101 does not satisfy a science course requirement without CHE 102.

Prerequisites: Open to students who have not had high school chemistry, or who received a grade of C or lower in high school chemistry, or who received a grade of less than 80% on the Chemistry Regents.

Co-requisite: MAT 104 or MAT 105

CHE 102 General Chemistry I-B

7 HOURS; 3 HOURS LECTURE, 1 HOUR RECITATION, 3 HOURS LABORATORY; 3 CREDITS

This course is the second semester of the CHE 101-102 sequence.

Topics include the hydrogen atom, electron configurations, Lewis structures, theories of bonding, thermochemistry, properties of pure liquids and solids, solutions, and colligative properties. Laboratory exercises will include small scale, semi-quantitative experiments related to the lecture topics covered in the CHE 101-102 sequence.

Prerequisite: CHE 101

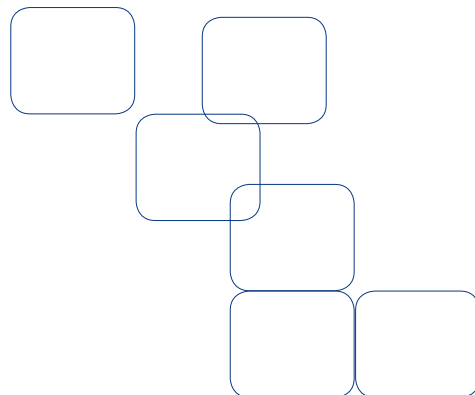
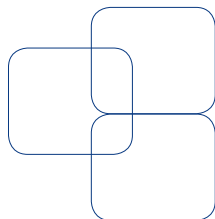
CHE 103 General Chemistry I

7 1/2 HOURS: 3 HOURS LECTURE, 1 1/2 HOURS RECITATION,

3 HOURS LABORATORY; 5 CREDITS

This is a basic course in chemistry dealing with modern atomic and molecular theory. It introduces the basic properties and reactions of the elements and the compounds, which will be explored in greater detail in General Chemistry II. Laboratory exercises stress principles of qualitative and semi-quantitative experimentation. They will foster a better understanding of chemical principles and ensure that the necessary skills are developed to work in a scientific laboratory safely and effectively. This course is designed for students with a science background and for Forensic Science and Fire Science majors. Regents level high school chemistry is highly desired.

Prerequisite: Placement into MAT 141 or higher, *or* placement into MAT 104 or MAT 105 *and* a score of 80% or higher on the New York State Chemistry Regents. Students who did not take the Chemistry Regents will need departmental permission.



CHE 104 General Chemistry II

7 ½ HOURS: 3 HOURS LECTURE, 1 ½ HOURS RECITATION,
3 HOURS LABORATORY; 4 CREDITS

This is the second half of beginning chemistry. It builds on the basic properties and reactions of the elements and the compounds learned in the first semester of general chemistry and ends with an introduction to organic chemistry. The laboratory stresses principles of qualitative and semi-quantitative experimentation and fosters competence in the skills needed to work safely and effectively in a scientific laboratory. This course is designed for students with a science background and for Forensic Science and Fire Science majors. Regents level high school chemistry is desired.

Prerequisites: CHE 103, or an average grade of 2.0 or better in CHE 101-102 or equivalent, *and* completion of MAT 104 or MAT 105 or equivalent

CHE 201-202 Organic Chemistry

7 ½ HOURS EACH: 3 HOURS LECTURE, 1 ½ HOURS RECITATION,
3 HOURS LABORATORY; 4 CREDITS

Introductory study of properties and behavior of organic molecules, including nomenclature, structure and bonding, reaction mechanisms, synthetic methods, and modern spectroscopic techniques for structural analysis. Concurrent laboratory work utilizing modern semi-micro methodology for synthesis, purification and analysis.

Prerequisites: ENG 101, CHE 104, which is a prerequisite for CHE 201. CHE 201 is a prerequisite for CHE 202.

CHE 220 Quantitative Analysis

9 HOURS: 3 HOURS LECTURE, 6 HOURS LABORATORY; 4 CREDITS

A balanced treatment of the classical methods of gravimetric and volumetric analysis, including acid-base, precipitation, complexometric and redox titrations.

Prerequisites: ENG 101 and CHE 104

CHE 301 Physical Chemistry I

6 HOURS: 3 HOURS LECTURE, 1 HOUR RECITATION, 2 HOURS LABORATORY; 3 CREDITS

An introductory course in thermodynamics and chemical kinetics, including ideal and real gases, laws of thermodynamics, changes of state, first and second order reactions, reaction rate theory, and catalysis.

Prerequisites: ENG 102 or ENG 201, CHE 104, PHY 203-204, *and* MAT 241

CHE 302 Physical Chemistry II

6 HOURS: 3 HOURS LECTURE, 2 HOURS LABORATORY, 1 HOUR RECITATION; 3 CREDITS

Introductory quantum chemistry. Schroedinger equation; molecular orbital and valence bond theory; electrical and magnetic properties of matter; theoretical and applied spectroscopy; introductory ligand field theory.

Prerequisites: ENG 102 or ENG 201, CHE 104, PHY 203-204, *and* MAT 241



CHE 310 Scientific Arson Investigation

3 HOURS LECTURE, 3 CREDITS

An introduction to the problems and techniques of fire investigation. The chemistry of fire and the combustion properties of selected fuels. Emphasis on investigative methods and on the application and assistance of various scientific aids available to the fire investigator.

Prerequisites: ENG 102 or ENG 201, a one-year college-level course in general chemistry *and* an introductory course in organic chemistry

CHE 315 Biochemistry

6 HOURS: 3 HOURS LECTURE, 3 HOURS LABORATORY; 4 CREDITS

This course provides a fundamental and detailed introduction to modern biochemistry. Lecture topics include amino acids and proteins, nucleic acids, lipids, carbohydrates, classical bioenergetics and metabolism. Emphasis is placed on contemporary applications of protein and nucleic acid biochemistry. Forensic applications of and special topics in biochemistry are integrated with the course material. Modern laboratory procedures in biochemistry including biomolecular purification, analysis, and spectroscopic thermodynamic and kinetic techniques are introduced. Current methods of graphical presentation and mathematical analysis of experimental data are applied.

Prerequisites: ENG 102 or ENG 201, BIO 104, CHE 201-202, *and* MAT 241

CHE 320-321 Instrumental Analysis

9 ½ HOURS: 1 ½ HOURS LECTURE, 8 HOURS LABORATORY; 4 CREDITS

Introduction to instrumental analysis of physical evidence. Emphasis on the theory and use of those analytical instruments commonly found in forensic and other quantitative industrial and clinical laboratories. Laboratory methods include ultraviolet and infrared spectrophotometry, emission spectrography, X-ray diffractometry, thin-layer and gas chromatography and the use of electronic test equipment for troubleshooting.

Prerequisites: ENG 102 or ENG 201, CHE 104, CHE 201-202, CHE 220, *and* CHE 302

CHE 450 Independent Study

HOURS TO BE ARRANGED, 3 CREDITS

Intense study and research in a specific area directed by a faculty member. Advanced laboratory techniques and research methodologies are utilized.

Prerequisites: Permission of the instructor and completion of sophomore-level science courses. Special arrangements may be made to do this work over the summer.

CHINESE

(Department of Foreign Languages and Literatures)

CHI 101 Elementary Chinese

3 HOURS, 10 LAB HOURS PER SEMESTER; 3 CREDITS

This course is for students with little or no previous knowledge of Mandarin Chinese. Mandarin Chinese will be introduced through intensive drills of its oral and written forms. Emphasis is placed on speaking and basic grammar as well as the formation of the characters. It will focus on the most essential language items, such as sound patterns, sentence structures and basic vocabulary, which are useful in everyday Chinese conversation. No credit will be given for CHI 101 if taken after the completion of CHI 102. Ten lab hours required.

CHI 102 Elementary Chinese II

3 HOURS, 10 LAB HOURS PER SEMESTER; 3 CREDITS

This is the second semester of Elementary Chinese in Mandarin. In CHI 102, the students will learn more Chinese sentence structure, more basic vocabulary and more Chinese grammar, which are useful in everyday conversation. There will be a greater emphasis on oral exercises in class and more Chinese writing after class. Ten lab hours required.

Prerequisite: CHI 101 or equivalent

COMMUNICATION SKILLS

(Department of Communication and Theatre Arts)

COM 101 Communication Skills 101

3 HOURS, 0 CREDIT

Designed for students who require significant instruction in basic reading skills. Students read books focused on a topic selected by the instructor. Classroom activities emphasize strategies for improving reading comprehension and vocabulary. Students are required to complete 10 hours of independent study in the Reading and Study Skills Center. A grade of P is the only authorized passing grade for this course.

Prerequisite: By appropriate placement test score

COM 102 Communication Skills 102

3 HOURS, 1 CREDIT

Designed for students who need to develop a higher degree of competence in coping with college texts. Emphasis is on advanced exercises in

comprehension and vocabulary with an introduction to basic study skills. Students are required to complete 10 hours of independent study in the Reading and Study Skills Center. A grade of P is the only authorized passing grade for this course.

Prerequisite: COM 101 or by the appropriate placement test score

COM 110 Techniques of College Learning

3 HOURS, 3 CREDITS

This course is designed for the student who needs to acquire the necessary study skills and techniques that a college-level student needs in order to be both effective and efficient. Emphasis will be placed upon the following areas: problem solving, organization, note taking, study habits, critical reading, S.Q. 3R, test taking and library research.

COM 120 Computer Competence and Information Literacy

3 HOURS, 3 CREDITS

This course is designed for students who need to acquire introductory computer and information literacy skills. The students will achieve competence in basic computer skills including keyboarding, word processing, e-mailing and Internet access. Students will also develop information literacy skills, having the ability to understand the variety of content and formats of information, and competence in accessing, evaluating, organizing and applying it. Reinforcement of these competencies will be gained during a 10-hour computer lab experience.

COMPUTER LITERACY

(Department of Mathematics and Computer Science)

CLT 101 Computer Literacy

3 HOURS, 3 CREDITS

This course examines the concepts and skills that enable the student to use personal and mainframe computers as a consumer or to progress to more advanced work in many disciplines in the sciences and humanities. Students will use personal computers as well as learn how to access the large mainframe system. The course explores the computer as a research tool, its role in modern society, and examines its organizational, social and ethical implications.

COOPERATIVE EDUCATION

(Office of Internships and Cooperative Education)

CEP 390-391 Cooperative Education Program

3 HOURS, 3 CREDITS

Independent study with a member of the faculty, open to students in the John Jay College of Criminal Justice Cooperative Education Program. Individual conferences with the faculty sponsor, readings appropriate to the agency placement and an analytical essay or research paper. (Offered every semester for students selected to participate in Cooperative Education with participating federal law enforcement agencies.)

Prerequisites: ENG 102 or ENG 201, and admission to the Cooperative Education Program

CORRECTIONS

(Department of Law, Police Science and Criminal Justice Administration)

COR 101 Institutional Treatment of the Offender

3 HOURS, 3 CREDITS

Introduction to the principles and practices of the treatment accorded to offenders in various types of correctional institutions. The basic organization of a department including custody, security and control procedures, and elements of a treatment program.

COR 201 The Law and Institutional Treatment

3 HOURS, 3 CREDITS

The process of law from arrest to release from confinement in its relation to correctional principles and practices. Functions of the police, defense, prosecution, courts, probation, correction, parole. Civil rights of the accused and the convicted. Legal documents relating to commitment, bail, fines and writs.

Prerequisites: ENG 101, sophomore standing or above and one of the following: COR 101, CRJ 101, or ICJ 101

COR 202 The Administration of Correctional Programs for Juveniles

3 HOURS, 3 CREDITS

Problems, procedures and policies in the administration of juvenile detention centers, youth houses and state training schools; the probation

service in juvenile courts; halfway houses and aftercare supervision; special institutions for defective delinquents and youthful narcotics addicts; the Borstal and “approved school” programs in England. Field trips to juvenile institutions.

Prerequisites: ENG 101, sophomore standing or above and one of the following: COR 101, CRJ 101, or ICJ 101

**COR 230 Sex Offenders in the Criminal Justice System
(Same course as PSC 230)**

3 HOURS, 3 CREDITS

The aim of this course is to develop an understanding of the causes of sexual crimes and the treatment of sex offenders throughout the criminal justice process. There is an analysis of the laws that relate to sex offenders and the cyclical nature of sex offender legislation. The course examines the difficulty of balancing rights of the offenders and rights of the community, as well as what forms of community protection are viable for these individuals. By the end of the course, students should have an understanding of sex offender typologies, types of treatment offered, laws and policies regarding sex crimes, and the likely future direction of legislation.

Prerequisites: ENG 101 and one of the following: COR 101, PSC 101, CRJ 101 or ICJ 101

COR 250 Rehabilitation of the Offender

3 HOURS, 3 CREDITS

Through examination of the literature, this course will explore correctional programs designed to rehabilitate offenders. The study of both institutional treatment models and community-based models will include family intervention, counseling, self help programs, diversion, house arrest, community service, probation, halfway houses and others.

Prerequisites: ENG 101, sophomore standing or above, and one of the following: CRJ 101, COR 101 or ICJ 101

COR 282 Principles of Correctional Operations

3 HOURS, 3 CREDITS

Basic organization and objectives of a department of correction. Specific administrative principles required for the effective conduct and operation of a correctional organization. Relationships among the following institutional units: custodial force, treatment staff, clerical, culinary and maintenance staff.

Prerequisites: ENG 101, junior standing or above, and one of the following: CRJ 101, COR 101 or ICJ 101

COR 303 Comparative Correction Systems

3 HOURS, 3 CREDITS

This course provides an overview of correctional systems and methods adopted by selected foreign countries and describes similarities and differences in philosophy.

Prerequisites: ENG 102 or ENG 201, junior standing or above, and one of the following: CRJ 101, COR 101 or ICJ 101, or permission of the section instructor

COR 310 Fieldwork in Corrections

3 HOURS, 3 CREDITS

Supervised fieldwork in a variety of correctional settings — both juvenile and adult; assignments are made to institutions and to community-based programs; biweekly workshops with correction faculty.

Prerequisites: ENG 102 or ENG 201, and COR 201, or junior standing or above

COR 320 Race, Class and Gender in a Correctional Context

3 HOURS, 3 CREDITS

Examination of the role of race, class and gender within the institutional correctional community. Analysis of the impact upon clients, staff and administration through examination of current correctional institutions and case studies by selected corrections experts.

Prerequisites: ENG 102 or ENG 201, COR 101, and junior standing or above

COR 401 Evaluating Correctional Methods and Programs

3 HOURS, 3 CREDITS

Developing criteria and standards; application of quantitative measures; operational evaluations; probability and types of error; prediction and decision making; experimental designs; post-program follow-up.

Prerequisite: ENG 102 or ENG 201

COR 410 Independent Study

(Same course as CRJ 410, LAW 410 and PSC 410)

3 HOURS, 3 CREDITS

A program of reading and reporting planned and carried out under the guidance of a faculty member. The topic, issue or area of student interest must concern a problem in criminal justice, constitutional or criminal law or procedure, corrections (including probation and parole) or law enforcement.

Prerequisites: ENG 102 or ENG 201, senior standing, and majoring in Correctional Studies

COR 415 Major Works in Corrections

3 HOURS, 3 CREDITS

A capstone course that explores in depth seminal works in corrections. Students will read primary materials written by “masters” of correctional thought and practice and will prepare critical reviews of the major works.

Prerequisites: ENG 102 or ENG 201, and COR 201

COUNSELING

(Department of Counseling)

CSL 110 Career Development for the College Student

3 HOURS, 1 CREDIT

A critical examination of different occupational areas combined with a realistic self-examination by students of their own needs, interests and skills in order to formulate valid career choices. Emphasis is on occupations in urban areas and careers in the criminal justice system. Attention is also given to the career development of women and members of minority groups. The course includes guest lecturers from governmental agencies and private industry. Students have a minimum of one individual career planning session with the instructor.

CSL 112 Personal Development - The College Experience

3 HOURS, 3 CREDITS

An introductory course designed to assist students in coping effectively with specific difficulties encountered in the early stages of their college career. Major emphasis is on self-awareness, value clarification, decision making and effective planning for career selection.

Prerequisite: Open only to entering freshmen placed in communication skills and developmental English courses

CSL 210 Peer Counseling Training

3 HOURS, 3 CREDITS

A practical survey of counseling approaches and techniques designed to provide skills in the academic and peer counseling of fellow students. Major emphasis is on examining assumptions about helping, building basic observational and communication skills, facilitating and examining various helping techniques. Participants will have an opportunity to learn

and practice these skills in a variety of role-playing situations, lectures, experiential exercises, group discussion and contact with resource persons.

Prerequisites: ENG 101, sophomore standing or above, a cumulative grade point average of at least 3.0, *and* an interview with the section instructor, or permission of the section instructor

CSL 211 Peer Counseling Practicum

3 HOURS, 3 CREDITS

This course provides a training experience in academic and peer counseling for John Jay undergraduate students. Students are required to work as peer counselors for a minimum of four hours per week under the supervision of a faculty member from the counseling department. Attendance at weekly seminars involving lectures, discussions, films, role playing and tapes is also required. In addition, students must submit a major research paper for the course.

Prerequisites: ENG 101 and CSL 210

CSL 220 Leadership Skills

3 HOURS, 3 CREDITS

This course will focus on developing leadership skills. Students will learn effective interpersonal techniques for conducting group meetings including conflict management skills and parliamentary procedure. The course will focus on the impact of ethnic, racial and gender issues in groups and organizations and their effect on leadership. Several class sessions will involve experiences, which will explore facilitative leadership styles, impediments to effective communication, self-awareness and listening for hidden agendas. Videotape equipment will be used to give students the opportunity to learn how their behavior affects others.

Prerequisites: ENG 101 and sophomore standing or above

CSL 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling

(Same course as PSY 331)

3 HOURS, 3 CREDITS

This course will focus on assessment of addictive disorders, and clinical evaluation of substance and alcohol abusers. Application of assessment and clinical evaluation findings will be made to treatment planning, case management, discharge planning and clinical record keeping. These assessment and evaluation methods and findings will be applied to chemical dependency counseling techniques. While this course is intended for Addiction Studies Program (ASP) students, who are pursuing

their Credential in Alcoholism And Substance Abuse Counseling (CASAC), other students with an interest in assessment and clinical evaluation in chemical dependency are invited to enroll.

Prerequisites: ENG 102 or ENG 201, *and* PSY 266 *and* PSY 268

CSL 342 Introduction to Counseling Psychology

(Same course as PSY 342)

3 HOURS, 3 CREDITS

Provides a theoretical survey of the field of counseling. Major emphasis is on such topics as ethical considerations, the intake interview, counselor roles and client roles, goals of counseling, referrals and liaisons in community, vocational counseling, tests and instruments used in the counseling process, academic counseling and research on the counseling process. Differences between counseling and psychotherapy are discussed. Field trips to various counseling centers are arranged.

Prerequisites: ENG 102 or ENG 201, PSY 242, *and* PSY 243

CSL 350 Advanced Topics in Chemical Dependency Counseling

(Same course as PSY 350)

3 HOURS, 3 CREDITS

This course provides instruction in specific counseling concepts and skills focused upon alcoholism and substance abuse counseling. Students learn about client assessment, treatment planning, case management, clinical record keeping, discharge planning, counseling roles and settings, family and community education, and vocational counseling.

Prerequisites: ENG 102 or ENG 201 *and* PSY 266, PSY 268 *and* CSL/PSY 331

CSL 360 Counseling in Gender and Work Life

3 HOURS, 3 CREDITS

In this course, students will explore the meanings of gender, race, ethnicity, class and sexual orientation, and their role in vocational development and career choice. We will address how the formal and informal types of social control associated with these categories operate in psychological development, vocational choice, and the workplace. This course is interdisciplinary, so articles from a variety of disciplines including counseling, psychology, economics, sociology and anthropology will be read to better understand the changing roles and expectations of men and women. Each of these interdisciplinary readings will be discussed within the framework of counseling theory.

Prerequisites: ENG 102 or ENG 201, PSY 101, *and* junior standing or above

CRIMINAL JUSTICE

(Department of Law, Police Science and Criminal Justice Administration)

CRJ 101 Introduction to Criminal Justice

3 HOURS, 3 CREDITS

An introductory survey of the American criminal justice system. Discussion of the police, defense and prosecuting attorneys, courts, institutional corrections, community-based corrections, and the juvenile justice system. The definition and the measurement of crime, and various efforts to explain the causes of crime. General issues for consideration include discretion in the administration of criminal justice, due process and contemporary change in the American criminal justice system. This course is the required prerequisite for all courses in the Criminal Justice major.

CRJ 236 Victimology

(Same course as SOC 236)

3 HOURS, 3 CREDITS

This course focuses on the victims rather than the offenders: why they have been “rediscovered” recently; why they often do not report crimes to the police; how some victims might share responsibility for the crimes with the offenders; how they can be repaid for their losses through offender restitution and government compensation; and what new services are available to help victims prevent crimes and resist attacks.

Prerequisites: ENG 101, *and* CRJ 101 or ICJ 101

CRJ 255 Computer Applications in Criminal Justice

3 HOURS, 3 CREDITS

This course provides an introduction to the basic principles of computing with respect to police information systems; computer automation with respect to the penal setting; Interagency Criminal Justice Information Systems; National Criminal Justice Computer Systems; National Law Enforcement Telecommunications Systems (NLETS); the National Incident Based Reporting System (NIBRS); Offender Based Transaction Statistics (OBTS); National Crime Information Center (NCIC); and other criminal justice databases. Legal and ethical implications for constituent elements and personnel of the criminal justice system are also discussed. Some familiarity with computers is recommended.

Prerequisites: ENG 101, ENG 102 or ENG 201, *and* CRJ 101 or ICJ 101

CRJ 321 Police Ethics

(Same course as PHI 321)

3 HOURS, 3 CREDITS

An identification and analysis of the diverse ethical issues encountered in the police service. Traditional ethical theories will be examined and will be applied to such topics as discretion, deadly physical force, misconduct, authority and responsibility, affirmative action, civil disobedience, undercover operations and privacy.

Prerequisites: ENG 102 or ENG 201, *and* PHI 231 or permission of the section instructor

CRJ 322 Judicial and Correctional Ethics

(Same course as PHI 322)

3 HOURS, 3 CREDITS

A treatment of some of the central issues of judicial and correctional ethics. Traditional ethical theories will be applied to such topics as plea bargaining, bail and preventive detention, wiretapping, enforcement of sexual morality, sentencing, punishment, prisoners' rights and parole.

Prerequisites: ENG 102 or ENG 201, *and* PHI 231 or permission of the section instructor

CRJ 410 Independent Study

(Same course as COR 410, LAW 410 and PSC 410)

3 HOURS, 3 CREDITS

A program of reading and reporting planned and carried out under the guidance of a faculty member. The topic, issue or area of student interest must concern a problem in criminal justice, constitutional or criminal law or procedure, corrections (including probation and parole) or law enforcement.

Prerequisites: ENG 102 or ENG 201, *and* senior standing or permission of the section instructor

CRJ 420 Women and Crime

(Same course as SOC 420)

3 HOURS, 3 CREDITS

A seminar that explores in depth three aspects of the relationship between women and crime: 1) *women as offenders*, including the range, intensity, and growing nature of female criminality; 2) *women as victims of crime*, including abused women, rape victims, and the victimization aspects of prostitution; 3) *women as social control agents*.

Prerequisites: ENG 102 or ENG 201, senior standing, SOC 101, and one

of the following: CRJ 101, PSC 101 or ICJ 101, *or* permission of the section instructor

CRJ 425 Seminar on Major Works in Criminal Justice

3 HOURS, 3 CREDITS

This is a senior seminar based on reading and discussion of writings, which have had a major impact on the development of criminology, criminal legislation and the judiciary, police and corrections. Original works are discussed in the context of contemporaneous developments in natural and social sciences, political ideologies and the history of ideas.

Prerequisites: ENG 102 or ENG 201, CRJ 101 or ICJ 101, *and* senior standing.

DRAMA

(Department of Communication and Theatre Arts)

DRA 106 Film Appreciation: Introduction to Film

3 HOURS, 3 CREDITS

An introduction to the popular art, the movie. An introduction to basic concepts leading to a greater appreciation of film forms, an elaboration and elucidation of selected films.

DRA 110 Introduction to Theatre

3 HOURS, 3 CREDITS

The course provides an introduction to the study of drama and theatre, including playwriting, directing, acting, design, and technical theatre. Historical influences and production elements and values are explored. The course is designed to enhance the student's enjoyment and understanding of the theatrical experience. Plays, performances, films, demonstrations, and lectures acquaint the students with the history and techniques of the theatrical arts. There may be some opportunity for student performance. No experience in dramatic production is required.

DRA 115 Improvisational Theatre

3 HOURS, 3 CREDITS

An experimental workshop devoted to the exploration of theatre techniques in the traditions established by Grotowski, the Living Theatre and the Open Theatre, which include role-playing, theatre games, story theatre, street theatre and such related arts as dance, song, puppetry, etc. Students are required to keep a resource book to help develop imaginative

material from their own histories, fantasies, dreams, and interests. The course culminates in a performance of a short original work created, directed and acted by the students.

DRA 185 Drama in Production

3 HOURS, 3 CREDITS

Participation in John Jay production as a performer and backstage as a technician requires substantial contribution of time, talent, and cooperation nights and weekends.

Prerequisite: By permission of the instructor only

DRA 205 Contemporary Theatre

3 HOURS, 3 CREDITS

Study of theatre since World War II. Playwrights considered include Albee, Pinter, Kopit, Genet, Ionesco, Baraka, etc.

Prerequisite: ENG 101

DRA 213 Acting I

3 HOURS, 3 CREDITS

The art of acting. Units include scene study and improvisations dealing with contemporary themes and problems. Practice in the use of voice and body as instruments of expression. Improvement of the student's skill and ease in playing roles. Student is encouraged to participate in the major production.

Prerequisites: ENG 101, and SPE 113 or DRA 115, *or* permission of the section instructor

DRA 214 Acting II

3 HOURS, 3 CREDITS

The basic acting problems of analyzing and creating a role. Units include script analysis; exercises in creating plausibility and consistency in characterization; exploration of the areas of motivation and action; and introduction to acting problems in the mounting of a production (blocking, voice projection, etc.). Student is encouraged to participate in the major production.

Prerequisite: DRA 115 or DRA 213, *or* permission of the section instructor

DRA 217 Latina/o Theatre in the USA

(Same course as PLL 217 and SPA 217)

3 HOURS, 3 CREDITS

This course exposes students to the major acting techniques and styles from the wide spectrum of Latina/o dramaturgy in the United States.



Special attention is given to how the creative and literary components of each text contribute to typically Latina/o forms of acting and how these reflect the unique social and political experience of being Latina/o in the United States. The course combines discussion of the specific texts and acting styles with an examination of both the creative and literary components. Course requirements include reading of selected plays in English, performance of scenes in class, and students will perform their own works to be showcased at the end of the semester.

Prerequisites: ENG 101 and sophomore standing or above

DRA 225 Criminal Justice in the Theatre

3 HOURS, 3 CREDITS

Investigates the portrayal of violence, conflict, crime, criminals, and justice on stage and screen and how such representations shape society's perception of criminal justice issues; also explores uses of theatrical

techniques in conflict intervention, criminal justice rehabilitation, and law enforcement training. Students will read plays, attend theatre productions, and may engage in playwriting and role play as part of their coursework.

Prerequisites: ENG 101 and sophomore standing or above

DRA 230 African-American Theatre

(Same course as AAD 230)

3 HOURS, 3 CREDITS

A study of the development of the African-American theatre considering selected works of such playwrights as Langston Hughes, Lorraine Hansberry, James Baldwin, Imamu Amiri Baraka (LeRoi Jones), Ed Billings, Charles Gordone, Douglas Turner Ward, Adrienne Kennedy, Ron Milner, Ben Caldwell, Philip Hayes Dean, Richard Wesley and Joseph A. Walker, as well as such production companies as the Spirit House Players and Movers, the Negro Ensemble Company and the Afro-American Studio Theatre. Plays focusing on such areas as ethnic identity and lifestyles and nationalism will be examined.

Prerequisites: ENG 101 and sophomore standing or above

DRA 233 Sociodrama I

3 HOURS, 3 CREDITS

The course introduces students to the fundamentals of sociodrama. Sociodrama is a theater-based methodology widely used today in group problem solving and consensus building. Students explore the theoretical bases of sociodrama through improvisation, role play and theater games as they create scenarios around social issues relevant to the group. Sociodrama techniques, such as freeze frame, role reversal, mirror and sculpting are taught as a means of exploring multiple perspectives to solving problems and assessing options.

Prerequisites: ENG 101 and sophomore standing or above

DRA 243 Black Female Sexuality in Film

3 HOURS, 3 CREDITS

This course examines how film both reflects and shapes the perception of society about the sexuality of black women. It explores three black film movements — the pre-Civil Rights era; the 1970s Blaxploitation era; and the black film culture that has emerged since the 1980s — from an historical, sociological, and psychological perspective, illustrating each movement with screenings and discussion. Films are examined from their cultural archetypal “feminine” coding, their “messages” and influence, and how audiences responded to them. The course will also examine films

from the economic and social context in which they were made and the conditions under which they were produced. Students will expand their media literacy skills by learning to develop a critical eye as consumers of media images.

Prerequisites: ENG 101, SPE 113, and sophomore standing

DRA 245 Women in Theatre

3 HOURS, 3 CREDITS

A study of women as characters in plays, as playwrights and as directors, producers, designers, etc. Consideration of women’s situations and personalities as exemplified in the drama and in their achievements in professional theatre.

Prerequisites: ENG 101 and sophomore standing or above

DRA 310 Topics in Theatre

3 HOURS, 3 CREDITS

A thorough study of one topic in theatre, such as a single style, playwright, period, or genre. Examples of possible topics for study might be “Chekov and His Influence,” “Expressionism,” or “Greek and Roman Comedy.”

Prerequisites: ENG 102 or 201, and a course in drama, or permission of the instructor

DRA 325 Drama Techniques in Crisis Intervention

3 HOURS, 3 CREDITS

Seminar for instructors who will be training police recruits. Techniques of role-playing in drama in creating an improvised family crisis with which a police officer must deal.

Prerequisites: ENG 102 or ENG 201, DRA 213 or junior standing or above, or permission of the section instructor

ECONOMICS

(Department of Economics)

ECO 101 Principles of Economics

3 HOURS, 3 CREDITS

This course is a guide to economic literacy and the global economy in the 21st century. Topics covered include how markets work, including consumer behavior, economic cost analysis and determination of prices; market structures and their impact on business behavior; the relationships among labor, business and government; business cycles; money creation

and the banking system; economic stabilization policies, including deficit financing and taxation; international trade, and prospects for sustainable development. Alternative theoretical perspectives are introduced. Examples are drawn from the global economy.

ECO 170 Introduction to the Economics of Crime and Social Problems

3 HOURS, 3 CREDITS

This course analyzes the links between socioeconomic conditions and crime. Paired topics include: recession and domestic violence, affluence and white collar crime, poverty and robbery/theft, youth labor frustrations and youth crime, illegal drug markets and addict/dealer crime, prostitution, unemployment and crime rates, government budgets and police spending, and income bias and the criminal justice system. Basic economic literacy is taught as part of this course.

ECO 215 Economics of Regulation and the Law

3 HOURS, 3 CREDITS

This course examines the microeconomic theory used to justify government regulation. Business and consumer behavior is analyzed in light of government intervention. Applications include environmental regulations, occupational safety regulations, securities regulations, bank regulations and a special emphasis is placed on antitrust law.

Prerequisites: ENG 101 and ECO 101

ECO 231 Global Economic Development and Crime

3 HOURS, 3 CREDITS

This course discusses the means and obstacles to attaining healthy, sustainable economic development in the globalized economy with particular attention to the role of crime. General topics include economic theory, sustainability, investment, environment, education, poverty, inequality, gender relationships, labor conditions, agriculture, urbanization and migration, and international trade. Examples of related crime topics include child labor, sweatshop labor, environmental crime, illegal economic activity, corruption, smuggling and money laundering.

Prerequisites: ENG 101 and ECO 101

ECO 245 International Economics

3 HOURS, 3 CREDITS

Theories of international trade, exchange rate determination under fixed and flexible regimes, the international financial system and balance

of payments accounting are introduced. The role of multi-national corporations and foreign aid, as well as international institutions such as the International Monetary Fund, World Bank, International Labor Organization and the World Trade Organization are examined. Problems of unsustainable current account deficits and external debt for developing nations are explored. Trade and investment policies are examined from alternative theoretical perspectives, including debates over “free trade” versus “fair trade,” international financial system reform and the impact of globalization on national sovereignty and democratic governance. Lastly, the economies of selected developed, developing and transitional nations are surveyed.

Prerequisites: ENG 101 and ECO 101

ECO 260 Environmental Economics, Regulation and Policy

3 HOURS, 3 CREDITS

The economic roots of environmental problems such as resource depletion, pollution, toxic wastes, and global warming are explored. The global issues of sustainable development, environmental justice, and the intertwining of poverty and environmental problems are studied. Different environmental standards and decision-making techniques are presented and their relative merits examined. The corrective potential of a variety of policies such as civil and criminal regulation, taxation, tradable permits, auditing, environmental impact requirements and international treaties are analyzed. The implications of alternative theoretical perspectives for public policy are considered.

Prerequisites: ENG 101 and ECO 101

ECO 265 Introduction to Public Sector Economics

3 HOURS, 3 CREDITS

Contemporary economic problems provide the context for analyzing the economic role of government from a variety of perspectives. The need for government intervention due to external effects of market transactions, public goods, equity considerations, market power and stabilization needs is explained. The impact upon us of government spending, taxation, money creation and regulation is examined. A variety of techniques such as present valuation and cost benefit analysis are presented. The economic problems considered in the course will include such issues as housing, education, poverty, pollution, discrimination, government fragmentation, social security, and current fiscal, monetary and tax policy debates.

Prerequisites: ENG 101 and ECO 101

ECO 270 Urban Economics

3 HOURS, 3 CREDITS

Why cities exist, how their characteristics change over time and how global and national urban networks function are analyzed in the course. Different means of financing city government and related issues such as the impact of globalization, decentralization of government and metropolitan fragmentation on urban finances are explored. A variety of urban problems such as sustainability of cities, housing, health, education, crime, poverty, pollution, labor conditions, discrimination and transportation are studied. The impact of different theoretical perspectives in economics on urban analysis and policy are considered.

Prerequisites: ENG 101, and ECO 101 or ECO 170, *or* permission of the section instructor

ECO 280 Economics of Labor

3 HOURS, 3 CREDITS

Problems and issues in labor economics; wages, hours, and working conditions; trade unionism in the United States; interrelationship of wages, productivity and employment; labor in relation to business, government and economic change; economics of social insurance; collective bargaining and techniques of arbitration; current conditions.

Prerequisites: ENG 101, and ECO 101, *or* permission of the instructor

ECO 315 An Economic Analysis of Crime

(Same course as PSC 315)

3 HOURS, 3 CREDITS

Crimes with economic motivations are analyzed using the Economic Theory of Crime. Topics focus on urban problems including narcotics, illegal gambling, loan-sharking, labor racketeering and organized crime. Costs of crime and imprisonment are discussed. Strengths and weaknesses of the Economic Theory of Crime are discussed from alternative points of view.

Prerequisites: ENG 102 or ENG 201, ECO 101 or ECO 170, *and* junior standing or above

ECO 360 Corporate and White Collar Crime

(Same course as SOC 360)

3 HOURS, 3 CREDITS

In examining crimes committed by corporations and organizations, as well as individuals in the course of their occupation, this course

explores how such crimes are socially defined, who commits them, who is victimized by them, which social contexts promote them, and how society responds to them. The economic, social, and political costs of corporate and white-collar crime are compared to street crime. Other topics include embezzlement, fraud, and theft, which occurs within enterprises, “underground” economic activity; criminal violation of antitrust and environmental laws, security, fiduciary and market crimes; and corrupt relationships between business and government. Members of either the economics or sociology faculties teach this course with varying emphasis on the above topics.

Prerequisites: ENG 102 or ENG 201, junior standing or above, SOC 203, *and* one course in economics

ENGLISH

ENG 101 Composition I: Exploration and Authorship: An Inquiry-based Writing Course

3 HOURS, 3 CREDITS

This composition course introduces students to the skills, habits and conventions necessary to prepare inquiry-based research for college. While offering students techniques and practices of invention and revision, this theme-based composition course teaches students the expectations of college-level research, academic devices for exploring ideas and rhetorical strategies for completing investigative writing.

Prerequisite: Freshmen who have passed the ACT writing exam (7 or higher), who have completed the John Jay sequence of EAP 121 and EAP 131 courses, or who are qualified through transfer credits will be eligible for this course. **Note:** ENG 101 is a prerequisite for all 200-level courses. *It is suggested that students visit the Writing Center or Center for English Language Support for at least six hours of tutoring during their ENG 101 course.*

ENG 201 Composition II: Disciplinary Investigations — Exploring Writing across the Disciplines

3 HOURS, 3 CREDITS

This composition course introduces students to the rhetorical characteristics of cross-disciplinary writing styles. Instructors choose a single theme and provide students with reading and writing assignments, which address the differing literacy conventions and processes of diverse fields. Students learn how to apply their accumulated repertoire of

aptitudes and abilities to the writing situations presented to them from across the disciplines.

Prerequisite: ENG 101 or a transferable course from another institution.

Note: ENG 201 is a prerequisite for all courses at the 300-level or above.

ENG 215 Poetry Writing and Reading

3 HOURS PLUS CONFERENCES, 3 CREDITS

Students learn to write poetry through reading and imitating the techniques of the great poets of the past and present. Use of fixed forms like the limerick, haiku, and sonnet to generate poetry. Variations on standard genres like the nature description, seduction poem, or aubade. Imitating catalogues, extended metaphors, tone of voice. How to publish poetry.

Prerequisite: ENG 102 or ENG 201

ENG 216 Fiction Writing

3 HOURS, 3 CREDITS

Supervised practice in the writing of fiction, including popular fiction, with classroom analysis and discussion of student work. Strong emphasis on dialogue and characterization techniques. Depending on student interest, specific types of fiction may be considered, such as mystery novels, Gothic romances and science fiction.

Prerequisite: ENG 102 or ENG 201

ENG 218 Writing: Forms and Genres

3 HOURS, 3 CREDITS

This course will introduce students to the writing workshop format, where students will read and critique each other's original work. The course will begin with a discussion of the structural building blocks of each form or genre, supplemented with a close reading of published examples of such forms. From here, students will begin to write and revise in various modes, including First-person Narrative/Monologue, Rhetorical Analysis, Poetry, Short Fiction, Interview-based Argumentative Essay/Ethnography/Profile. Their writing will be workshopped in class, and after receiving constructive, hands-on criticism, students will revise their work into fuller, more complete and polished pieces. At the end of the course students will create a portfolio of their revised work.

Prerequisite: : ENG 101, and ENG 102 or 201

ENG 233 Journalism

3 HOURS, 3 CREDITS

Journalistic writing such as news articles, editorials, reviews, interviews and feature articles. Newspaper and magazine production are approached in theory and through actual practice.

Prerequisite: ENG 102 or ENG 201

ENG 235 Writing for Management, Business and Public Administration

3 HOURS, 3 CREDITS

Development of the writing skills required for careers in law, business, civil service, or public administration. Extensive practice in the various forms of correspondence, interoffice memos, informal reports, minutes of meetings, summaries, briefings and presentations. Preparation of job application letters and résumés. Practice in proofreading, revising, editing. Development of reading comprehension through close study of business-related writings. One or more sections of English 235 will be designated as Computer Laboratory sections. Students who enroll in these sections have the opportunity to learn word processing techniques and are required to spend approximately two extra hours per week in the laboratory, outside of class time, to complete their assignments on the computer.

Prerequisite: ENG 102 or ENG 201

ENG 245 Advanced Expository Writing

3 HOURS, 3 CREDITS

A non-specialized follow-up to the required composition courses. Nonfiction writing that explores the interaction of structure and content, purpose and audience. Use of prewriting techniques, self-editing, peer criticism.

Prerequisite: ENG 102 or ENG 201

ENG 250 Writing for Legal Studies

3 HOURS, 3 CREDITS

This course is an in-depth introduction to the craft of legal writing. Skills to be acquired range from writing legal memoranda, briefs and pleadings, to negotiating and drafting contracts. Students will gain experience in reading and interpreting judicial opinions, as well as applying legal rules to factual scenarios. Deductive reasoning, forensic rhetoric and English grammar will receive substantial attention.

Prerequisite: ENG 102 or ENG 201

ENG 255 Argument Writing

3 HOURS, 3 CREDITS

The course entails intensive study of and practice in writing in a variety of argument templates, using the principal rhetorical forms, with an eye toward developing effective techniques of proofreading and editing. Intensive grammar and style instruction enable students to offer global and sentence-level responses to the writing of peers. One hour weekly practicum required.

Prerequisite: Grade of B+ or higher in the ENG 101-102 or ENG 101-201 sequences

ENG 316 Advanced Argument Writing and Response: Theory and Practice

3 HOURS, 3 CREDITS

Advanced Argument Writing and Response: Theory and Practice takes the work begun in Argument Writing to a higher level. This writing-intensive course combines the composition practice with exposure to theories and paradigms of responses to writing. Assignments include advanced argument papers and analytical critiques of writing specific to the discipline. Students hone their critical skills and become expert judges of the composition process, their own writing, and of writing across the curriculum through reading and discussion of theoretical texts that reflect a variety of methodologies. A practicum is required.

Prerequisite: ENG 255

ENG 328 Forensic Linguistics: Language as Evidence in the Courts

3 HOURS, 3 CREDITS

Forensic linguistics explores the complex relationship between linguistics and the law. The course will consider critically the role of language and its power in the legal process. It will also examine how oral and written argumentation can be used or misused to the disadvantage of social groups and thus to the detriment of minorities, including women, children and non-native speakers of English. The involvement of linguists as expert witnesses in the legal process will also be explored. One court visit is required. This course is especially helpful for Forensic Psychology majors.

Prerequisites: ENG 102 or ENG 201, any 200-level English or literature course, *and* one of the following: PSY 101, SOC 101 or CRJ 101

ENGW 100 Inquiries in Literacy: A Writing-Intensive Course in the Issues and Practices of Literacy

6 CONTACT HOURS PER WEEK, 9 LAB HOURS PER SEMESTER; 3 CREDITS

This course introduces students to the literacy skills, habits, and conventions necessary to succeed at college-level work. While offering students techniques and practices of invention and revision, the course also teaches the students the historical, educational, or literary aspects of literacy as a scholarly topic. For example, students may study issues of prison literacy, educational policies of literacy, or representations of literacy in literature. Practice ACT exams are also given throughout the course.

ENGLISH FOR ACADEMIC PURPOSES

EAP 121 English for Academic Purposes (For Non-native speakers of English)

6 LECTURE HOURS PER WEEK, 12 TUTORIAL HOURS PER SEMESTER; 3 CREDITS

This high intermediate “content-based” English for Academic Purposes course for non-native speakers of English, reviews sentence structure and works towards perfecting English paragraph composition. Students learn to draft simple narratives. Journals are required in response to all readings, which are carefully selected literary pieces on sociological topics. The course stresses grammar, reading and writing skills development, using readings that emphasize sociological themes, situations and terminology. Attached to the course are 12 hours of required tutorials plus attendance at two workshops per semester in the Center for English Language Support.

Prerequisite: Direct placement through testing by the Center for English Language Support

EAP 131 Advanced English for Academic Purposes (For Non-native speakers of English)

6 LECTURE HOURS PER WEEK, 15 TUTORING HOURS PER SEMESTER; 3 CREDITS

This course is the second and last in the English Department’s English for Academic Purposes sequence. It prepares students for English 100 and English 101 by offering intensive instruction in grammar, reading and writing skills development. The course incorporates readings with criminal justice themes and asks students to analyze them both orally and in writing. Students will progress from simple to sophisticated narratives and will ultimately write an argumentative essay. The course also requires

15 hours of one-to-one tutoring plus attendance at three workshops in the Center for English Language Support throughout the semester.

Prerequisite: EAP 121 or direct placement through testing by the Center for English Language Support.

ENVIRONMENTAL SCIENCE

(Department of Sciences)

ENV 108 Principles of Environmental Science

6 HOURS: 3 HOURS LECTURE, 1 1/2 HOURS RECITATION,

1-1/2 HOURS LABORATORY; 4 CREDITS

An introduction to environmental science including environmental toxicology. This course will provide an introduction to contemporary environmental problems such as solid waste, water and air pollution, climate change and habitat destruction. In addition, the course will examine the effects of pollutants, drugs and poisons on the human body.

Prerequisite: NSC 107 or the equivalent (as listed in the general education requirements)

ETHNIC STUDIES

(Departments of African-American Studies or
Latin American and Latina/o Studies)

ETH 123 Race and American Society: The African-American Experience

3 HOURS, 3 CREDITS

African Americans and the development of the United States from 1619 to the present. A survey course exploring the African origins of African Americans and examining slavery, the Abolitionist movement, the Civil War, Reconstruction, segregation, African-American migration from the South, urbanization, the Civil Rights movement, contemporary issues and events, and African-American cultural expressions, all within the context of American social history.

ETH 124 Puerto Ricans and Other Hispanics in American Society

3 HOURS, 3 CREDITS

An interdisciplinary and comparative study of Puerto Rican and other Hispanic peoples in American society and their contributions through an investigation of their history, culture and social dynamics.

ETH 125 Race and Ethnicity in America

3 HOURS, 3 CREDITS

Study of the many peoples who have contributed to the fashioning of American civilization from 1500 to the present. Survey of historical and contemporary issues related to racial, ethnic, religious and cultural diversity in the United States through an examination of assimilation, discrimination, integration, pluralism, racism, segregation.

FIRE SCIENCE

(Department of Protection Management)

FIS 101 Introduction to Fire Science

3 HOURS, 3 CREDITS

An introduction to the science of public fire protection, with a review of the role, history and philosophy of the fire service in the United States. Includes career orientation and a discussion of current and future problems in fire protection. **Note:** This course is offered as an Internet-based class and as a classroom-based class.

FIS 104 Risk Management

3 HOURS, 3 CREDITS

A study of fire insurance and risk, with the consideration of the background of the fire problem, insurance and financial institutions, development of rates, underwriting, grading schedules, the FAIR plan and roles of both government and private enterprise in the insurance industry.

FIS 106 Safety Engineering

3 HOURS, 3 CREDITS

Course focuses on the work environment — its human, physical and environmental factors. Attention is given to achieving safety through hazard control; the laws of error; monitoring systems; accident analysis; promoting safety; OSHA; Workers' Compensation, fire prevention and fire safety.

FIS 202 Fire Protection Systems

3 HOURS, 3 CREDITS

A study of the nature of public and private fire protection with an emphasis on analysis of systems of fire detection, fire alarm, fire communications, water distribution networks, fire service, hydraulics and fire suppression.

Prerequisites: ENG 101, and FIS 101 or permission of the section instructor

FIS 205 Fire Service Hydraulics

3 HOURS, 3 CREDITS

A course in hydraulic principles systems. Applications are related to fire protection systems such as sprinklers, standpipes, hoses, nozzles, pumpers and water supply systems. Demonstrations illustrate and supplement the principles developed in class.

Prerequisites: ENG 101 and FIS 101

FIS 207 Water-Based Fire Suppression Systems

3 HOURS, 3 CREDITS

This course is a review of the design, operation and maintenance of water-based fire protection equipment such as automatic, sprinkler, standpipe and water-spray systems. Students will perform basic system designs and mathematical calculations. The relationship of water-based suppression systems to specific hazards, model codes and firefighting will be discussed.

Prerequisites: ENG 101 and FIS 205

FIS 209 Analysis of Urban Hazardous Materials, Tactics and Strategy

3 HOURS, 3 CREDITS

A study of the storage, transportation, and use of hazardous material with an emphasis on flammable liquids, gases, cryogenics, and radioactive materials. It includes a systems analysis of methods of prevention, detection, control and suppression of emergency situations. Case studies form the basis of the course. Critical parameters and characteristics of hazardous materials are defined and studied.

Prerequisites: ENG 101 and FIS 101

FIS 210 Fire Safety Administration

3 HOURS, 3 CREDITS

The course focuses on satisfying the administrative needs of a student who is preparing for a career requiring a knowledge of the principles of fire safety and the various laws that have been enacted to assure fire safety in the workplace.

Prerequisites: ENG 101 and FIS 106

FIS 220 Survey of the Concepts of Operations Research (Same course as MAT 220 and PSC 220)

3 HOURS, 3 CREDITS

An introduction to operations research as it applies to model formulation in problems of management science, criminal justice, fire science and

public service systems. Several topics will be surveyed from an elementary point of view in order to develop an appreciation and understanding of a quantitative approach to the resolution of management-oriented problems.

Prerequisites: ENG 101, and MAT 108 or MAT 141

FIS 230 Building Construction and Life Safety Systems I

3 HOURS, 3 CREDITS

A review is made of building construction and building systems. Crafting principles and plan reviews will be introduced. This introduction will expose the student to actual problems, as they exist in the field. Fire ratings of building components will be studied and integrated with applicable building codes. Relationships between fire protection and life safety will be reviewed. Smoke and flame travel will be studied to determine effective means of control. Modern high rise structures will be reviewed to determine the unique problems they present to life safety and fire fighting.

Prerequisites: ENG 101, and FIS 101 or permission of the section instructor

FIS 257 Fire Dynamics

3 HOURS, 3 CREDITS

This course provides an introduction to the science of ignition, spread and development of fire. The theories of heat transfer, flame spread, flashover and smoke development will be studied. Computer models of fire and smoke development/migration will be utilized.

Prerequisites: ENG 101 and FIS 101

FIS 303 Fire Investigations

3 HOURS, 3 CREDITS

An analysis of incendiary fire investigation from the viewpoint of the field investigator, with an emphasis on the value of various aids and techniques in the detection of arson, collection and preservation of evidence, investigation, interrogation, related laws of arson, court appearance and testimony. There will be a discussion of case study illustrations.

Prerequisites: ENG 102 or ENG 201, and FIS 230

FIS 319 Hazard Identification and Mitigation

3 HOURS, 3 CREDITS

This course is a review of two basic concepts in emergency management: hazard identification and hazard mitigation. Students will explore the range of natural hazards such as hurricanes and earthquakes as well as human or unnatural disasters such as terrorist attacks and building

collapses. The frequency and severity of hazards are quantified. The course will also include discussions of a variety of mitigation techniques such as hazard abatement and structural hardening as well as risk/benefit analysis.

Prerequisites: ENG 102 or ENG 201, *and* FIS 101

FIS 330 Building Construction and Life Safety Systems II

3 HOURS, 3 CREDITS

Building construction and building systems will be reviewed. Life safety systems in buildings will be examined. Building construction requirements, as they relate to fire safety, will be studied. New York City and the National Building Code will be used to illustrate how these requirements are legally interrelated. Case histories and existing building plans will be analyzed to give students a hands-on experience. Students will be introduced to a systems approach in designing buildings for life safety and security.

Prerequisites: ENG 102 or ENG 201, *and* FIS 230

FIS 350 Management Applications in Fire Protection

3 HOURS, 3 CREDITS

Theory and practice of public management applied to fire protection. Examination of organizational structure and command, personnel development and management, budgeting and fiscal management, and management systems and techniques within the context of contemporary fire protection management. Assessment of policy development and advocacy by fire protection administrators in the political and private sector.

Prerequisites: ENG 102 or ENG 201, *and* PAD 240 or permission of the section instructor

FIS 401 Seminar in Fire Protection Problems

3 HOURS, 3 CREDITS

An analysis of major fire problems from the viewpoint of both the public and private sectors.

Prerequisites: ENG 102 or ENG 201, senior standing, *and* majoring in Fire Science, Fire Service Administration or Public Administration

FORENSIC SCIENCE

(Department of Sciences)

FOS 108 Concepts of Forensic Science

6 HOURS: 3 HOURS LECTURE, 1 1/2 HOURS RECITATION,

1 1/2 HOURS LABORATORY; 4 CREDITS

A discussion of the fundamental principles of the physical and biological sciences with emphasis on the application of these principles in the resolution of legal questions. The role of forensic science in criminal and civil investigations where questions regarding the interpretation of physical evidence are crucial will also be examined.

Prerequisite: NSC 107 or equivalent (as listed in the general education requirements)

FOS 313 An Introduction to Criminalistics for Forensic Science Majors

3 HOURS: 1 HOUR LECTURE, 2 HOURS LABORATORY; 3 CREDITS

An introduction to the problems and techniques of the scientific examination of physical evidence with emphasis on documentation and interpretation of physical patterns. Review of the theoretical bases of methods of comparison and their influence on scientific interpretation. Topics will include scientific photography, imprints, impressions, toolmarks, gunshot residue, cordage and textile examinations. Laboratory exercises will include forensic photography, analysis of fingerprints, hair, gunshot residue and footwear outsole patterns.

Prerequisites: ENG 102 or ENG 201, *and* CHE 201-202 (This course may not be taken after FOS 415-416.)

FOS 401 Forensic Science Laboratory Internship

400 LABORATORY HOURS, 3 CREDITS

Independent laboratory and study (internship). A 10-week, full-time internship in a crime laboratory covering the following functions: document examination, instrumental analysis, chemistry, toxicology, serology, crime scene service, special photography, explosive and incendiary device recovery, trace evidence, comparative microscopy in firearms and tool marks. Arrangements for internships must be completed through the director of the Forensic Science Program in advance.

Prerequisites: ENG 102 or ENG 201, *and* senior standing and majoring in Forensic Science

FOS 402 Undergraduate Research Internship

400 LABORATORY HOURS, 3 CREDITS

This course is an alternative to the Forensic Science Laboratory Internship for those students interested in participating in faculty-mentored research. Especially designed for students with an interest in post-graduate study, this course requires that students commit at least 400 hours to participating in a faculty-mentored research project. Students will be introduced to all aspects of scientific research including hypothesis formulation, literature searching, laboratory analytical procedures, statistical interpretation of data and scientific paper writing. Arrangements for undergraduate research internships must be made with individual faculty members within the Department of Sciences in consultation with the director of this program.

Prerequisites: ENG 102 or ENG 201, senior standing, majoring in Forensic Science, *and* permission of the instructor

FOS 415-416 Forensic Science Laboratory

2 HOURS LECTURE, 8 HOURS LABORATORY EACH WEEK; 4 CREDITS

Introduction to laboratory examinations of physical properties for the identification and individualization of such materials as glass, fibers, hair, paint, and soil. Examination of bullets and latent fingerprints. Detection and characterization of dried blood. Identification of dangerous drugs and narcotics. Scientific photography.

Prerequisites: ENG 102 or 201, *and* CHE 104, CHE 201-202, CHE 315, CHE 320-321, PHY 203-204, *and* FOS 313



FRENCH

(Department of Foreign Languages and Literatures)

FRE 101 Introductory French I

3 HOURS, 3 CREDITS

A basic course in the French language with an emphasis on oral and written communication, reading, and the customs and cultures of French-speaking countries. Ten lab hours required.

No credit will be given for FRE 101 if taken after the completion of FRE 102

FRE 102 Introductory French II

3 HOURS, 3 CREDITS

Completion of FRE 102 enables the student to speak, comprehend, read, and write French on a basic level. Ten lab hours required.

Prerequisite: FRE 101 *or* placement examination

FRE 201-202 Intermediate French

3 HOURS, 3 CREDITS

Emphasis on conversation with some written work based on contemporary prose selections.

Prerequisites: ENG 101, and successful completion of FRE 102, *or* three years of high school French or the equivalent

GOVERNMENT

GOV 101 American Government and Politics

3 HOURS, 3 CREDITS

A study of American politics — its institutions and processes and the distribution of political power with an emphasis on how the system works, who benefits and who does not, and to what extent it is democratic.

GOV 203 Municipal and State Government

3 HOURS, 3 CREDITS

Functional study of the legislative and administrative process in state and local government. The increasing importance of administration and the executive in modern government. The relationship between administration and the legislative and judicial branches of the government. The influence of political parties, pressure groups and public opinion upon legislation and administration.

Prerequisites: ENG 101, and GOV 101 *or* permission of the section instructor

GOV 206 Urban Politics

3 HOURS, 3 CREDITS

Study of the ideological and historical roots of urban politics, the distribution of power, major problems in urban areas (e.g., education, housing, transportation, welfare), and the relationships between government and the governed.

Prerequisites: ENG 101, and GOV 101 *or* permission of the section instructor

GOV 210 Comparative Urban Political Systems

3 HOURS, 3 CREDITS

Cross-national study of urban government systems and policy processes. Examination of the politics of local service delivery including local policing, housing, education and urban development. Comparison of the local political impacts made by national policies, private sector interests, party politics and the varying roles of city executives, legislators and urban political systems.

Prerequisites: ENG 101 *and* GOV 101

GOV 214 Political Parties and Pressure Groups

3 HOURS, 3 CREDITS

An analysis of the operation and policy impact of political parties and pressure groups at each of the levels of the federal system. Recent developments in the evaluation of these institutions will be closely examined.

Prerequisites: ENG 101, and GOV 101 *or* permission of the section instructor

GOV 215 The Legislative Process

3 HOURS, 3 CREDITS

The status of the legislature within the American political system. The issue of executive encroachment on legislative powers in the wake of Watergate. Internal organization, leadership and the question of legislative reform. Systems of representation and apportionment. State legislative systems. The evolution of legislatures and their relationship to democratic theory.

Prerequisites: ENG 101, and GOV 101 *or* permission of the section instructor

GOV 220 The Chief Executive

3 HOURS, 3 CREDITS

An analysis of the political and administrative roles played by chief executives at the national, state and local levels of government. Close attention will be paid to the part they play in formulating and implementing public policy, managing the bureaucracy, guiding public opinion, leading political parties and serving as symbols of government.

Prerequisites: ENG 101, and GOV 101 *or* permission of the section instructor

GOV 230 Principles of Constitutional Government

3 HOURS, 3 CREDITS

An investigation of the constitutional foundations of the powers of the three branches of the national government, the evolution of federal-state relationships, and governmental regulation of the economy through careful review and analysis of United States Supreme Court decisions.

Prerequisites: ENG 101, and GOV 101 *or* permission of the section instructor

GOV 242 U.S. Foreign Policy in Latin America

(Same course as HIS 242 and PLG 242)

3 HOURS, 3 CREDITS

U.S. economic and political relations with the Latin American countries during the 19th and 20th centuries. U.S. reactions to reform and revolutionary movements. The ideological framework of U.S. foreign policy.

Prerequisites: ENG 101, and GOV 101 *or* permission of the section instructor

GOV 250 International Law and Justice

3 HOURS, 3 CREDITS

An introduction to the key concepts and processes of the international legal system. Special emphasis will be placed on the foundations and justifications for international law, the relationship between treaties and custom, state sovereignty and recognition, and the use of force by states in the international system. An examination and assessment of the relation of municipal and international law, the role of the International Court of Justice, and the prospects for a permanent international penal tribunal.

Prerequisites: ENG 101 and GOV 101

GOV 257 Comparative Politics

3 HOURS, 3 CREDITS

The course will examine the political processes and institutions of selected foreign governments. Emphasis will be placed on the relationship of political institutions to key cultural, economic, and historical variables.

Prerequisites: ENG 101, and GOV 101 *or* permission of the section instructor

GOV 259 Comparative Criminal Justice Systems

(Same course as LAW 259)

3 HOURS, 3 CREDITS

Study of the variations in patterns of corruption and political crimes as well as patterns of law enforcement and adjudication among political systems. Examples are drawn from a variety of political systems: democratic, communist and modernizing.

Prerequisites: ENG 101, and GOV 101 *or* permission of the section instructor

GOV 260 International Relations

3 HOURS, 3 CREDITS

A survey of the factors that influence the relations among nations. Theories of war, peace, imperialism and the determinants of power. The superpowers and balance of terror. International law and organization. National integration and the creation of regional communities. The rise of the Third World and the crisis of the international order.

Prerequisites: ENG 101, and GOV 101 *or* permission of the section instructor

GOV 270 Political Philosophy

3 HOURS, 3 CREDITS

Analysis of political thought throughout history, with particular attention to such values as liberty, democracy, equality, security, stability, law. Comparison of traditional and contemporary political theories in terms of priorities of values and political culture. Systematic examination of underlying assumptions and logical coherence of normative political thought.

Prerequisites: ENG 101 and sophomore standing or above

GOV 278 Political Sociology

(Same course as SOC 278)

3 HOURS, 3 CREDITS

Analysis of the relationships of socio-psychological factors to political phenomena. An examination of man in political society and political society in man. Emphasis on the interdisciplinary study of power, authority, elites, political and social change, political violence, social inequality, technology, ideology and political socialization.

Prerequisites: ENG 101, and GOV 101 or SOC 101

GOV 290 Selected Topics in Government

3 HOURS, 3 CREDITS

Specific study of a topic chosen by the instructor.

Prerequisites: ENG 101, GOV 101, and permission of the section instructor

GOV 308 State Courts and State Constitutional Law

3 HOURS, 3 CREDITS

This course focuses on the development of state constitutional criminal law and its relation to federal constitutional criminal law. It examines the structure of state judicial systems, emphasizing the role of appellate courts in handling criminal cases, and the relationship between the state and federal courts.

Prerequisites: ENG 102 or ENG 201, GOV 101, and junior standing or above, *or* permission of the section instructor

GOV 313 The Law and Politics of Race Relations

(Same course as LAW 313)

3 HOURS, 3 CREDITS

Analysis of the politics of race and racism in the United States through the examination of major court decisions and of legislation affecting minority groups. Treatment of racial minority groups in the criminal and civil justice systems, and by courts, police and prisons will be included.

Prerequisites: ENG 102 or ENG 201, GOV 101, and junior standing or above, *or* permission of the section instructor

GOV 318 The Law and Politics of Sexual Orientation

3 HOURS, 3 CREDITS

This course examines the law and politics affecting lesbians and gay men in the United States and investigates issues like same-sex marriage; the constitutionality of consensual-sodomy laws; sexual-orientation

discrimination in public accommodations, housing, and the workplace; antigay ballot initiatives; child custody, visitation, adoption, and foster care by lesbian and gay parents and their domestic partners; health insurance and other benefits for domestic partners; and gays in the military. These issues will be considered through an examination of case law.

Prerequisites: ENG 102 or ENG 201, GOV 101, and junior standing or above

GOV 319 Gender and Law

3 HOURS, 3 CREDITS

This course examines the constraints and limitations of law to achieve equality, justice and freedom in matters related to gender. It will examine how individuals use, challenge, and resist law and legal institutions to define problems and create social change. Drawing on an image of social science research, class readings pose important and persistent questions about whether and how law can adequately address gender-related concerns, such as those related to violence, work, family, reproduction and education.

Prerequisites: ENG 102 or ENG 201, GOV 101, and junior standing or above

GOV 320 International Human Rights

3 HOURS, 3 CREDITS

A review of the evolution of international human rights and of the legal instruments designed for their protection. A discussion of the main civil, political, social, economic and cultural rights in the International Bill of Rights. An examination of the theoretical foundations of the idea of human rights in various civilizations and cultures. Its legacy within the Western and non-Western traditions, and its meaning and relevance in dealing with the major challenges posed by international crimes, including genocide and war crimes.

Prerequisites: ENG 102 or ENG 201, GOV 101, and junior standing or above. Additional recommended courses: GOV 259/LAW 259 (Comparative Criminal Justice Systems), or GOV 260 (International Relations)

GOV 325 The Politics of Transnational Crime

3 HOURS, 3 CREDITS

Transnational crime and violence have become major concerns for governments around the world as they work to stem the flow of drugs,

control trade in human beings and deal with the problem of stateless terrorism. In this course, we will study the developing literature on this issue by examining how crime has altered state sovereignty, posed challenges to governance, changed conceptions of human rights and affected international organizations.

Prerequisites: ENG 102 or ENG 201, and GOV 101

GOV 362 Terrorism and International Relations

HOURS TO BE ARRANGED, 3 CREDITS

This course engages students in the study of terrorism and counter-terrorism by analyzing the international political implications of terrorist activity. Framed by theories of international relations, the course explores topics such as international security, international organizations, human rights and foreign aid. In this way, students will assess the impact of the “global war on terror,” and compare and contrast the post-9/11 period with earlier efforts to suppress terrorism.

Prerequisites: ENG 102 or ENG 201, and GOV 101. In addition, GOV 260 is strongly recommended.

GOV 375 Law, Order, Justice and Society

3 HOURS, 3 CREDITS

Consideration of the ideas of major writers in the field of political theory who have contributed insight into the concepts of law, order, justice and society. Topics will include conceptions of human nature, natural law, social contract, and the sources and nature of political leadership. Considerable attention will be devoted to the relevance of the ideas discussed to contemporary American society.

Prerequisites: ENG 102 or ENG 201, GOV 101, and junior standing or above

GOV 390 Honors Tutorial

3 HOURS, 3 CREDITS

The student submits a term project of reading and research for approval by the instructor. A paper and periodic conferences are required. Special arrangements may be made to do this work over the summer.

Prerequisites: ENG 102 or ENG 201, GOV 101, and junior standing or above, *or* permission of the instructor

GOV 402-403 Seminar and Internship in New York City Government

EACH COURSE: 6 HOURS, 6 CREDITS

Students work for a city agency or political figure for at least 12 to 16 hours a week and meet once a week in a seminar to discuss the politics and policy-making of the New York City government. The seminar meets once a month at The City University Graduate Center. With students who are in similar programs at other senior colleges of the University, they attend symposia offered by New York City officials or political figures and participate in subsequent discussion. Placement in city agencies is arranged by the instructor in consultation with the individual student. A student currently employed by a city agency may satisfy this internship requirement through such employment. A work-study student may fulfill all or part of this work requirement through this internship.

Prerequisites: ENG 102 or ENG 201, senior standing, and majoring in Government, Judicial Studies or Public Administration, *or* permission of the section instructor. *To register for this course, a student must obtain approval from the instructor prior to registration.*

GOV 405 Seminar in New York City Politics

3 HOURS, 3 CREDITS

Examination of the network of power shaping New York City politics. Analysis of external influences including intergovernmental relations, the global economy, in- and out-migration; and internal dynamics such as the machine-reform dialectic, politics of planning and public authorities. Survey of policy-making determinants, including ethnicity and class, fiscal crises, power of developers and use of communities as real estate commodities.

Prerequisites: ENG 102 or ENG 201, GOV 101, and senior standing, *or* permission of the section instructor

GOV 409 Colloquium for Research in Government and Politics

3 HOURS, 3 CREDITS

This course is a research colloquium in which students initiate, develop, and present independent work related to government, politics and the state. The diversity of projects undertaken by students emphasizes the breadth of concerns related to government, law, and politics, identifying emerging scholarly interests and concerns. Students design research projects in conjunction with faculty instructors and report regularly on progress to the seminar. The final research paper will demonstrate the

student's familiarity with relevant literature in the subfield, competence in research, research methods, writing and analysis, and the mastery of basic concepts in the discipline. In addition, the course will integrate the various subfields of the discipline through the examination of current research.

Prerequisites: ENG 102 or ENG 201, a 300-level government course, the Government major, and senior standing

**GOV 423 Selected Topics in Justice
(Same course as PHI 423)**

3 HOURS, 3 CREDITS

This is an advanced senior-level seminar focusing on one of a set of specific topics or issues to be chosen by the instructor offering the section of the course — concerning the philosophical concept of justice. Topics can be either theoretical and applied, and may include, but are not limited to, any of the following: an advanced survey of contemporary philosophical theories of justice; the textual analysis of one philosophic classic on justice, e.g., John Rawls' *Theory of Justice*; the philosophy of punishment and retribution; justice — distributive and compensatory; the impact of race, gender, and class on the contemporary philosophical analysis of justice.

Prerequisites: ENG 102 or ENG 201, PHI 231, one 300-level philosophy or political theory course, *or* permission of the instructor

GOV 430 Seminar in Problems in Civil Rights and Liberties

3 HOURS, 3 CREDITS

Seminar devoted to advanced study of such civil liberties and civil rights issues as the rights of speech, press and religious liberty; substantive due process and the right to privacy; and discriminatory denials of equal protection. Analysis of leading and recent Supreme Court decisions, which may be supplemented by important political, philosophic and legal literature.

Prerequisites: ENG 102 or ENG 201, senior standing, and majoring in Government, Criminal Justice, or Legal Studies, *or* permission of the section instructor

GOV 435 Seminar in Judicial Processes and Politics

3 HOURS, 3 CREDITS

Seminar devoted to advanced study of both state and federal courts in the United States as actors and arbiters in major constitutional and political disputes. Examination of the public policy contribution of courts, and the role of judges, lawyers, litigants and pressure groups in the judicial process.

Emphasis is placed on how court decisions influence the negotiation and accommodation that occur in the United States between the values of dominant cultures and those of culturally diverse groups (racial, ethnic, religious, gender).

Prerequisites: ENG 102 or ENG 201, GOV 101, and senior standing, *or* permission of the section instructor

HISTORY

HIS 104 History of Puerto Rico

(Same course as PLH 104)

3 HOURS, 3 CREDITS

A broad survey of the history of Puerto Rico from its beginnings to the present. Major emphasis will be given to the political, economic and social developments, with some attention to cultural themes.

HIS 166 History of the Caribbean Islands

(Same course as PLH 166)

3 HOURS, 3 CREDITS

A broad survey of the history of the Caribbean Island nations and territories from the beginnings of European civilization until the present. Particular attention will be given to the economic and social aspects of the evolution, and to the problems of unity and diversity.

HIS 201 American Civilization – From Colonial Times through the Civil War

3 HOURS, 3 CREDITS

A history of the United States. Several problems or issues are chosen each term, and the insights of various disciplines — political science, sociology, literary criticism, economics, etc. — are brought to bear on them. Either course, HIS 201 or HIS 202, may be taken independently.

Prerequisites: ENG 101 and sophomore standing or above.

HIS 202 American Civilization – From 1865 to the Present

3 HOURS, 3 CREDITS

A history of the United States. Several problems or issues are chosen each term, and the insights of various disciplines — political science, sociology, literary criticism, economics, etc. — are brought to bear on them. Either course, HIS 201 or HIS 202, may be taken independently.

Prerequisites: ENG 101 and sophomore standing or above

HIS 214 Immigration and Ethnicity in the United States

3 HOURS, 3 CREDITS

A social history of immigration and ethnicity that focuses on topics such as immigrant institutions, including family, church, community life, unions, gangs, fire companies, saloons, theatres, social mobility, and the role of ethnicity and class responses to the immigrant problem, including assimilation, nativism, racism and restriction; immigrant ghettos and boss rule; changing immigrant stereotypes; work experience; labor violence and the methods of social control.

Prerequisites: ENG 101, and sophomore standing or above

HIS 217 Three Hundred Years of New York City: A History of the Big Apple

3 HOURS, 3 CREDITS

A study of selected institutions and classes of people, traced over time. Topics include the docks, Wall Street, the poor, water supply, bars, subways, the rich, riots, architecture, bosses and corruption, novels of New York, police, parks, famous fires. The course will include occasional walking tours about the city to the docks, museums, famous buildings, etc.

Prerequisites: ENG 101, and sophomore standing or above

HIS 219 Violence and Social Change in America

3 HOURS, 3 CREDITS

Examination of the role played by violence in American life. Exploration of selected problems relating to the politics of war, poverty and racism.

Prerequisites: ENG 101, and sophomore standing or above

HIS 224 A History of Crime in New York City

3 HOURS, 3 CREDITS

How criminal entrepreneurs seized the opportunities of their particular eras, from colonial days to the present. Topics include: pirates (Captain Kidd) and smugglers; slave revolts; river and railroad gangs; gambling and prostitution; prohibition-era bootlegging and the rise of organized crime (from the Mafia to Murder Incorporated); stock market fraud; crime on the waterfront; shoplifting; labor and business racketeering; drug dealing; arson for profit; computer fraud; the savings and loan scandal; environmental crime; and street gangs, with special attention to those (Gophers, Westies) in the John Jay neighborhood.

Prerequisite: ENG 101

HIS 225 American Problems of Peace, War, and Imperialism, 1840 to the Present

3 HOURS, 3 CREDITS

This course will examine the conflict in America's foreign policy between manifest destiny and the anti-militarist tradition. It will focus on the ideas and processes which led to war and the expansion of America's empire, and on those ideas and movements which were anti-imperialist and anti-militarist.

Prerequisite: ENG 101

HIS 231 The Origins of the Contemporary World: From the Classical Period to the Enlightenment

3 HOURS, 3 CREDITS

An introductory course in the history of civilization from antiquity to the 18th century. Among the topics to be considered are: government and empire in Greece and Rome; Judaism, Christianity and Islam; the Arab impact on the West; church and state in the Middle Ages; the Renaissance and the Reformation; the expansion of Europe; Africa and African civilizations in the Atlantic world; the origins of the modern state; the Scientific Revolution and the Enlightenment; the origins of the American Revolution; concepts of citizenship and individualism; origins of the French Revolution and of industrial capitalism.

Prerequisite: ENG 101

HIS 232 Contemporary History of Civilization: From the Enlightenment to the Present

3 HOURS, 3 CREDITS

An introductory course in the history of civilization from the 18th to the 20th century. Among the topics to be considered are: the French Revolution; the American Revolution; industrial capitalism and imperialism; Marxism; the World Wars; the Russian and Chinese Revolutions; the Great Depression and its impact; the Cold War; decolonization and the Third World; intellectual and cultural developments; civil rights, civil liberties, and democracy worldwide in the late 20th century.

Prerequisites: ENG 101 and HIS 231

**HIS 242 U.S. Foreign Policy in Latin America
(Same course as GOV 242 and PLG 242)**

3 HOURS, 3 CREDITS

U.S. economic and political relations with Latin American countries

during the 19th and 20th centuries. U.S. reactions to reform and revolutionary movements, The ideological framework of U.S. foreign policy.

Prerequisites: ENG 101 and sophomore standing or above, *or* permission of the section instructor

**HIS 260 History of Contemporary Cuba
(Same course as PLH 260)**

3 HOURS, 3 CREDITS

This course will trace Cuban history from the War of Independence of 1868 through the establishment of the Republic up to and including the Revolution of 1959. The revolutionary period will be the main focus of the course.

Prerequisites: ENG 101, and sophomore standing or above *or* permission of the section instructor

**HIS 261 Revolution and Social Change
in Contemporary Latin America
(Same course as PLH 261)**

3 HOURS, 3 CREDITS

Analysis of political and socioeconomic development, emphasizing major approaches to social change in the 20th century. Topics covered are class structures, demographic patterns, economic dependence, democratic liberal reform, neoimperialism, the Mexican Revolution, the Cuban Revolution and new trends of the last decade. A comparative, inter-American perspective, drawing on other relevant disciplines, is used.

Prerequisites: ENG 101, and sophomore standing or above *or* permission of the section instructor

**HIS 263 African Heritage in the Caribbean
(Same course as PLH 263)**

3 HOURS, 3 CREDITS

This course examines the social and political forces in contemporary Caribbean. The course will focus on the following: the legacy of slavery, plantation society and underdevelopment, democracy, capitalism and socialism, race, class and ethnic conflict.

Prerequisites: ENG 101, and sophomore standing or above *or* permission of the section instructor

**HIS 265 Class, Race and Family in Latin American History
(Same course as PLH 265)**

3 HOURS, 3 CREDITS

Class structure, slavery, and race relations and the organization of the family will be examined in the colonial and neocolonial eras of Latin American history. A comparative approach, emphasizing urban and rural situations and economic change, will be stressed.

Prerequisites: ENG 101, and sophomore standing or above *or* permission of the section instructor

**HIS 267 History of Caribbean Migrations to the
United States**

(Same course as AAH 267 and PLH 267)

3 HOURS, 3 CREDITS

A comparative study of the most significant aspects of Caribbean migrations to the United States during the 20th century. Emphasis on the political, economic and social framework of the migration process. Special attention will be given to the contemporary situations of the Haitian, Latina/o, and West Indian communities in the United States.

Prerequisites: ENG 101, and sophomore standing or above *or* permission of the section instructor

HIS 277 American Legal History

3 HOURS, 3 CREDITS

An analysis of the forces and circumstances that have influenced the course of American civil, criminal, and Constitutional law from the 17th century to the present. The course concentrates on the change from English-based common law through the rise of industrial capitalism in the late 19th century and the development of the modern welfare state in the 20th century and emphasizes such developments as the growth of the contract and corporate law, the use of litigation as an economic weapon, the rise of an independent judiciary and the ensuing conflict with the legislatures of both nation and state, the role of the legal profession in shaping the legal system, and the social role of law in American life.

Prerequisites: ENG 101 and sophomore standing or above

HIS 290 Selected Topics in History

3 HOURS, 3 CREDITS

Specific study of a topic chosen by the instructor and students.

Prerequisites: ENG 101 and sophomore standing or above

**HIS 320 The History of Crime and Punishment in the United
States**

3 HOURS, 3 CREDITS

Ways in which Americans have defined crime, explained its causes, and punished and rehabilitated criminals. The relationships among crime, social values, and social structure. Areas of emphasis include colonial Massachusetts and Virginia; the creation of police forces and prisons during the first half of the 19th century; criminality during the Gilded Age and Progressive Period; Prohibition; creation of the FBI; crime and the Great Depression; and some aspects of crime and punishment between 1950 and 1970.

Prerequisites: ENG 102 or ENG 201, and junior standing or above

**HIS 325 Criminal Justice in European Society, 1750 to the
Present**

3 HOURS, 3 CREDITS

The origins of the Western system of criminal justice in early modern Europe and a comparative analysis of recent developments in Britain, France, Germany, and Italy. Examination of the evolving definition of crime and changes in criminal law, methods of enforcement, and types of punishment in relation to the growth of urban and industrial society and the extension of state power. Topics include witchcraft, the Inquisition, the classical and positivist schools of criminology, prostitution and homosexuality, birth and development of the prison, establishment of professional police forces, the Mafia and European terrorism.

Prerequisites: ENG 102 or ENG 201, HIS 231, HIS 232, and junior standing or above, or permission of the section instructor

HONORS

HON 501 Honors Reading Course

3 HOURS, 3 CREDITS

The student submits a project of reading and research for the term, for approval by the instructor. A paper is required and there are periodic conferences. Special arrangements may be made to do this work over the summer.

Prerequisites: ENG 102 or ENG 201, and senior standing

HUMANITIES AND JUSTICE STUDIES

(see Major description for contact)

HJS 250 Justice in the Western Traditions

3 HOURS, 3 CREDITS

This course is the first of four required courses in the core of the Justice Studies major. It is an introduction to the normative history of “justice” as a principle of human personal and social organization in the experience of peoples living in the “western” world. An emphasis on primary texts allows the student to encounter first principles, and selected secondary readings introduce the student to questions posed by the attempt to define justice. Issues under study may include determinism and free will and the implication of each for the meaning of the “unjust” act; retribution and the rhetorics that justify or condemn it; divinity, hierarchy and the community as sources of justice; the social construction of such ideas as justice and “crime;” law as the structure of rules regulating coercion and the use of force.

Prerequisites: ENG 101-102 or ENG 101-201, one of the required general education courses in literature, history, or philosophy, and one of the required general education courses in the social sciences

HJS 310 Comparative Perspectives on Justice

3 HOURS, 3 CREDITS

This course will study justice in the non-Western world as it is variously represented in historical, literary and philosophical texts. A sequel to *HJS 250: Justice in the Western Traditions*, it builds upon the analytical skills developed in that course and extends its geographical boundaries to the Mideast, Asia, Africa and the other Americas. By studying how

social, political, and religious institutions shape understandings of justice and injustice, and how these concepts define race, gender, ethnicity and class, the course focuses on articulations and practices of justice that are different from the Western constructs considered in HJS 250. Through comparative investigations of encounters between societies resulting from conquest, trade and social exchange, it will explore justice as culturally inflected, the product at once of a particular regional or national identity and history, and of intercultural contact.

Prerequisites: ENG 102 or 201, HJS 250 and junior standing

HJS 315 Research Methods in Humanities and Justice Studies

3 HOURS, 3 CREDITS

An introduction to the methods by which the humanities define, research, and investigate problems, this course is the second course of four that make up the required core of the major in Humanities and Justice. It introduces the student to methods of inquiry in the three primary disciplines of the major: history, philosophy and literature. The logic, design and execution of the research process are considered, as well as the appropriate respective uses of primary and secondary sources. Electronic and non-electronic research aids will be examined, as will the research strategies most commonly employed by practicing historians, literary critics, and philosophers.

Prerequisites: English 102 or English 201, all reading/writing skill courses, completion of a general education requirement course in history, literature, and philosophy, and completion of or enrollment in HJS 250

HJS 410 Problems and Theory: Thesis Prospectus

3 HOURS, 3 CREDITS

A course in which the student develops the ability to design advanced research projects drawing on the methodologies and practices of the humanities. Designed as a “studio” or workshop course, the seminar’s activities will be built around the research interests of the students as they develop topics and methodologies for the senior thesis in the Humanities and Justice major. The final product of the course will be a prospectus for the senior thesis that is acceptable to the seminar instructor and to the student’s adviser.

Prerequisites: ENG 102 or ENG 201, HJS 315, 9 credits in one of the interdisciplinary components of the major, and 9 credits in the component topics

HJS 415 Thesis in Humanities and Justice Studies

3 HOURS, 3 CREDITS

Designed for students in their final semester to conduct a significant investigation of a topic of their choosing in the area of humanities and justice studies. Designed as a “studio” course, the seminar’s activities will be built around the prospectus developed by the student in HJS 410: Problems and Theory: Thesis Prospectus. The final product of the course will be a senior thesis that is acceptable to the seminar instructor and to the student’s adviser.

Prerequisites: ENG 102 or ENG 201, and HJS 410

INTERDISCIPLINARY STUDIES

(See Program description for contact)

Theme A (for Freshmen)

The Individual and Society and Individuals in Conflict

This two-semester theme examines the variety of ways that individuals relate to one another and “to society.” What do we mean by society? What is the social contract? Why do some people affirm society’s values and norms, and others rebel, whether by fighting against injustice or by behaving criminally? During the second semester, the theme focuses on how people in our society experience and attempt to deal with situations of conflict. Among the topics covered are domestic violence; dispute mediation; prison culture; war; and generational, racial, ethnic, and gender conflicts. The emphasis in both semesters is on using primary source materials and readings from the humanities, social sciences, law and fine arts.

Theme B (for Sophomores, Juniors, and Seniors – Specific courses offered change each semester depending on faculty availability)

Community and Responsibility

This theme situates the individual in the communities of which she is a part, and explores the dynamic interplay of persons and social contexts in the shaping of responsibilities. Approaches from the humanities and social sciences are brought to bear on the topics of community,

responsibility, conflict and resolution. Course topics may include childhood, the family, affirmative action, rural and urban communities, and educational institutions.

Conflict and Change

This theme integrates the humanities and social sciences in an examination of the forces that give rise to and resolve conflict and that bring about change, both in the individual and in society. Of interest in this theme are examples and patterns of conflict and change in the intimate sphere of family and neighborhoods; at the institutional level in the legal and criminal justice system; and historically, at moments of national and international crisis. Specific courses change each semester depending on which faculty members are teaching in the program. Course topics may include: legal challenges of the 90s, power and justice in law and society, World War II, personal conflict and social change, love and hate in the family, the changing roles of women in the workplace, inside the criminal mind, from slavery to citizenship, childhood and society.

Transactions and Transformations

This theme examines the many ways in which individuals, communities, ethnic groups and even whole nations interact with one another in the exchange of ideas, cultures, rituals, technology, economy, conflicts and more. In what ways do these interactions produce change in individuals and groups? What kinds of changes? What are the risks in these interactions? What are the risks in refusing to engage in such social, cultural, political and economic transactions? Course topics may include the concept of citizenship; cross-cultural definitions of crime and criminality; religion; human rights; war; technology; ideas about oppression and freedom.

Perspectives on the Extraordinary

This theme is devoted to exploring people, events, concepts and artifacts that have achieved wide recognition as extraordinary in one or more ways. How does something or someone emerge from the ordinary? How do people respond to extraordinary people, events and ideas? Course topics may include the idea of the scientific, legal, political, philosophical, and/or artistic “breakthrough”; the phenomenon of genius; catastrophe and human response; revolution; biography and autobiography; cosmology and the origins of the universe; violence and criminality.

INTERNATIONAL CRIMINAL JUSTICE

(see Major description for contact)

ICJ 101 Introduction to International Criminal Justice

3 HOURS, 3 CREDITS

This course is an introduction to the nature and scope of international and transnational crime, to the emerging legal framework for its prevention and control, and to its impact on the U.S. criminal justice system. Emphasis will be placed on the international aspects of the work of different criminal justice agencies, such as formal and informal police cooperation and the use of mutual assistance and extradition agreements, and on the bilateral, regional, and international structures created for crime prevention, punishment and control.

ICJ 310 Foundations of Scholarship in International Criminal Justice

3 HOURS, 3 CREDITS

This course aims to provide a set of skills that are essential to conducting and disseminating empirical research. The skills include conducting and writing a focused literature review; understanding the mechanics of research (finding a creative idea, asking the right research questions, utilizing appropriate theories, developing hypotheses, collecting and analyzing data); and finally writing academic papers. The course will



discuss research methods (both qualitative and quantitative), their underlying epistemologies and their appropriateness for international criminal justice with specific examples. It will cover ethical concerns and it will provide a basic understanding of the use of computers in research.

Prerequisites: ENG 102 or 201, ICJ 101, GOV/LAW 259 *and* junior standing

ICJ 381 Internship in International Criminal Justice

15 HOURS LECTURE, 96 HOURS FIELDWORK; 3 CREDITS

This supervised field experience in international criminal justice organizations will enable students to gain work experience using their academic training in program development, policy support or research. Students will be placed in international agencies including governmental and nongovernmental organizations (NGOs). Through the College Internship Office, placement is arranged by the International Criminal Justice major coordinator in consultation with the student. Students will spend 8-10 hours per week for a total of 96 hours in the field, and 15 hours per semester in classroom seminar sessions.

Prerequisites: ENG 102 or ENG 201, ICJ 101, SOC 341, *and* GOV 259/LAW 259

ICJ 401 Capstone Seminar in International Criminal Justice

3 HOURS, 3 CREDITS

This capstone course is a synthesis of key issues, trends and topics within the emerging field of international criminal justice. Topics to be considered include: cross-cultural dimensions of international criminal justice; major theoretical issues and methodological problems in international criminal justice; complexities inherent in processing cases of international and transnational crime; prevention and control strategies; the evolving jurisprudence of the tribunals and the world court; and ethical and human rights concerns.

Prerequisites: ENG 102 or ENG 201, ICJ 101, senior status, and matriculation in the International Criminal Justice major

ITALIAN

(Department of Foreign Languages and Literatures)

ITA 101 Introductory Italian I

3 HOURS, 3 CREDITS

A basic course in the Italian language with an emphasis on oral and written communication, reading, vocabulary, and the customs and culture of Italy. No credit will be given for ITA 101 if taken after the completion of ITA 102. Ten laboratory hours during the semester are required.

ITA 102 Introductory Italian II

3 HOURS, 3 CREDITS

This course will enable the student to speak, comprehend, read and write Italian on a basic level. Ten laboratory hours during the semester are required.

Prerequisite: ITA 101 or placement examination

ITA 201-202 Intermediate Italian

3 HOURS, 3 CREDITS

Emphasis on conversation with some written assignments based on contemporary prose selections.

Prerequisites: ENG 101 and successful completion of ITA 102 or the equivalent

LAW

(Department of Law, Police Science and Criminal Justice Administration)

LAW 202 Law and Evidence

3 HOURS, 3 CREDITS

A comprehensive analysis of the rules of evidence. Particular subjects include judicial notice, presumptions, the nature of real and circumstantial evidence, burden of proof, province of court and jury, documentary evidence, hearsay evidence, confessions, admissions, witnesses and constitutionally protected evidence. Emphasis on evidence in criminal cases.

Prerequisites: ENG 101 and sophomore standing or above

LAW 203 Constitutional Law

3 HOURS, 3 CREDITS

This course provides an analysis of the historical development of the relationship of the states to the Bill of Rights. The effect of the due process clause of the Fourteenth Amendment on the application of the Bill of Rights to the states is examined through a study of the leading Supreme Court decisions relating to criminal justice.

Prerequisites: ENG 101 and sophomore standing or above

LAW 204 Criminal Law of New York

3 HOURS, 3 CREDITS

A comprehensive analysis of the penal law of the State of New York. Consideration of the impact of the statute on police procedures. Judicial interpretations of the criminal statute and the application of court decisions to the penal code.

(Not open to students who have taken LAW 201)

Prerequisites: ENG 101, GOV 101 and sophomore standing or above

LAW 206 The American Judiciary

3 HOURS, 3 CREDITS

A study of the nature of the judicial process: precedent and legal reasoning; decision making; the basis of criminal and civil lawsuits; the role of the lawyer, the judge and the public; the organization of state and federal courts; the Supreme Court; democracy and judicial review.

Prerequisites: ENG 101 and sophomore standing or above

LAW 207 Law for Security Personnel

3 HOURS, 3 CREDITS

A study of the legal problems in the private security sector. Included is a review of the powers and restrictions on "private police," e.g., arrest, search and seizure, eavesdropping and a comparison with the powers of law enforcement agencies. Civil liabilities of private security personnel are studied as well as other aspects of civil law. Licensing statutes are also analyzed.

Prerequisites: ENG 101, SEC 101 and sophomore standing or above

LAW 209 Criminal Law

3 HOURS, 3 CREDITS

Viewing the criminal law as a means to the end of influencing human behavior, intensive analysis is made of various principles that apply in virtually every criminal case: justification, attempt, conspiracy, parties to

crime, ignorance and mistake, immaturity, insanity and intoxication. The law of homicide is explored in all of its facets. The common law, statutes of New York and representative states, and what the law ought to be are studied.

Prerequisites: ENG 101 and sophomore standing or above

LAW 211 Civil Disobedience, Urban Violence and Dissent

3 HOURS, 3 CREDITS

A study of the constitutional, statutory and common law as it relates to disobedience and dissent. The role of law and regulatory institutions in reconciling the need for internal order, free expression and acceptable dissent. An examination of the laws on national security (treason, rebellion, espionage, etc.) and on assembly and picketing. Special attention to violence in urban centers, racial violence, the peace movement and campus disorders.

Prerequisite: one of the following: ENG 101, sophomore standing or above, *or* permission of the section instructor

LAW 212 The Criminal Process and the Criminal Procedure Law

3 HOURS, 3 CREDITS

A study of criminal procedures. This course examines the process by which criminal law is brought to bear on individuals in society as provided in the New York Criminal Procedure Law. Consideration of current court decisions that affect the application of this law, and the role and responsibility of the police as witnesses.

Prerequisites: ENG 101 and sophomore standing or above

LAW 213 The Impact of the Mass Media on the Administration of Justice

(Same course as SPE 213)

3 HOURS, 3 CREDITS

Examination of the role of the media — TV, radio, newspapers, and magazines — on the administration of justice. The influence of the media on the jury and the judge. The dangers of “trial by newspaper” and of TV in the courtroom. Is impartial justice possible? The British approach. Problems of free speech and press; “contempt by publication” rule; constitutional protections. Suggested guidelines for the media. The psychological basis of audience response.

Prerequisites: ENG 101 and SPE 113

**LAW 259 Comparative Criminal Justice Systems
(Same course as GOV 259)**

3 HOURS, 3 CREDITS

Study of the variations in patterns of corruption and political crimes as well as patterns of law enforcement and adjudication among political systems. Examples are drawn from a variety of political systems: democratic, communist and modernizing.

Prerequisites: ENG 101, and GOV 101 *or* permission of the section instructor

LAW 301 Jurisprudence

3 HOURS, 3 CREDITS

This course considers the study of the theory and philosophy of law and the relationship between law and society. Issues to which special attention will be paid include the problem of disobedience, the nature of the judicial process, and the relations between law and personal morality. Current controversies about civil disobedience, the role of courts, “non-victim” crimes and the relationship of the police to the rule of law will be explored.

Prerequisites: ENG 102 or ENG 201, LAW 203 or GOV 230, and junior standing or above

**LAW 310 Ethics and Law
(Same course as PHI 310)**

3 HOURS, 3 CREDITS

Inquiry into the relationship between morality and law; their organic interrelationship in the natural law tradition; their separation in positivism. The contemporary debate illustrated by the issues of human and civil rights; the enforcement of sexual morality; civil disobedience and the ethics of law enforcement.

Prerequisites: ENG 102 or ENG 201, and PHI 231

**LAW 313 The Law and Politics of Race Relations
(Same course as GOV 313)**

3 HOURS, 3 CREDITS

Analysis of the politics of race and racism in the United States through the examination of major court decisions and of legislations affecting minority groups. Treatment of racial minority groups in the criminal and civil justice systems, and by courts, police and prisons will be included.

Prerequisites: ENG 102 or ENG 201, GOV 101, and junior standing or above, *or* permission of the section instructor

LAW 319 The Death Penalty

3 HOURS, 3 CREDITS

This is a study of the death penalty as practiced in the United States. Among other issues, the course examines the morality of the death penalty, constitutional limitations on the types of crimes and criminals for which the death penalty is appropriate, and procedural restrictions on the death sentencing process including jury selection and the performance of counsel. This is a writing-intensive course, with an emphasis on developing written and spoken critical reasoning skills. The course relies extensively on the case study method, using major Supreme Court decisions both to teach legal doctrine and to highlight moral and ethical issues.

Prerequisites: ENG 102 or ENG 201, *and* GOV 202 or LAW 303

LAW 320 Seminar in the Law of Search and Seizure

3 HOURS, 3 CREDITS

An intensive study of the law of search and seizure as it affects the private citizen and the law enforcement officer. An in-depth examination of court decisions which have followed seminal cases such as *Mapp and Chimel*. The rights of the individual and the corresponding obligations of the police officer are explored. Alternatives to the exclusionary rule are considered.

Prerequisites: ENG 102 or ENG 201, *and* LAW 203

LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization

3 HOURS, 3 CREDITS

An examination of the impact of equal employment opportunity law on police personnel practices and procedures. The course will explore how changes in legislation, administrative regulations and court rulings have affected the police service. Special attention will be given to the ways in which The Equal Employment Opportunity Commission decision making has affected the recruitment and promotion of women and minorities to the police. The course will also explore how these changes have affected personnel and management practices.

Prerequisites: ENG 102 or ENG 201, *and* LAW 203

LAW 350 Introduction to Legal Research

3 HOURS, 3 CREDITS

An introduction to the resources and techniques of basic legal research. The course focuses on locating and analyzing case law, statutory law and administrative law. Legal periodicals, treatises and other secondary

sources will also be examined. The course introduces computer legal research and teaches the skills required in drafting a memorandum of law.

Prerequisites: ENG 102 or ENG 201, *and* ENG 250 or SPE 285

LAW 370 Psychology and the Law

(Same course as PSY 370)

3 HOURS, 3 CREDITS

A critical examination of the relationships between the legal system and psychological theory, research and practice. Topics include civil commitment, the rights of mental patients, standards of legal competence, psychological testimony, predictions of dangerousness, the insanity defense, child custody disputes and ethical issues in psychology and the law.

Prerequisites: ENG 102 or ENG 201, PSY 101, *and* PSY 242 or LAW 203

LAW 401 Problems of Constitutional Development

3 HOURS, 3 CREDITS

An intensive study of selected problems drawn from constitutional law. Analysis and evaluation of the growth of the constitutional relationship between the individual and government at the federal, state and local levels, with special attention to problems of law enforcement in the United States. Questions relating to search and seizure, interrogation of suspects, public speeches and mass demonstrations are explored.

Prerequisites: ENG 102 or ENG 201, senior standing, *and* LAW 203 or LAW 301

LAW 410 Independent Study

(Same course as COR 410, CRJ 410 and PSC 410)

3 HOURS, 3 CREDITS

A program of reading and reporting planned and carried out under the guidance of a faculty member. The topic, issue or area of student interest must concern a problem in criminal justice, constitutional or criminal law or procedure, corrections including probation and parole, or law enforcement.

Prerequisites: ENG 102 or ENG 201, senior standing, *and* LAW 203 or LAW 301

LAW 420 Contemporary Administration and the Judiciary

(Same course as PAD 420)

3 HOURS, 3 CREDITS

Study of emerging trends and issues in the administration of the courts,

and the emerging role of the judiciary in the administration of programs in the public and private sectors. Examination of the literature of traditional court administration, as well as from areas of judicial intervention, such as corrections, school desegregation, mental health and foster care. Review of the history of judicial approaches to the administrative process, with focus on the forms of intervention and the substantive issues raised.

Prerequisite: PAD 360, and ENG 102 or ENG 201

LEGAL STUDIES

(see Major description for contact)

LGS 420 Senior Seminar in Legal Studies

3 HOURS, 3 CREDITS

Designed for students in their last semester to participate in a systematic interdisciplinary inquiry into major issues in law and legal administration. Faculty from the humanities and social sciences will join with faculty members in law in developing a wide range of seminars. Each semester seniors may select from such offerings as: The Historical Perspective on Constitutional Interpretation; Law and Social and Economic Change; The Impact of Management Information Systems on Legal Administration; Jurisprudence: From Antiquity to Present; The Anglo-American Legal Tradition; Problems in Judicial Administration. Students will be required to deliver a senior lecture and submit a comprehensive research paper.

Prerequisites: ENG 102 or ENG 201, and LAW 350

LITERATURE

(Department of English)

LIT 203 New York City in Literature

3 HOURS, 3 CREDITS

An examination of literary works set in New York City exploring the city's strengths — its sophistication, its diversity, its intellectual resources and institutions, its freedom and its anonymity, as well as, the social and psychological problems facing its inhabitants.

Prerequisite: ENG 102 or ENG 201

LIT 212 Literature of the African World

3 HOURS, 3 CREDITS

Literature of the African World is a critical examination of exciting literary voices from Africa, the Caribbean and North America. Authors, such as Wole Soyinka, Ngugi wa Thiong'o, Buchi Emecheta, Derek Walcott, Leopold Senghor, Michelle Cliff, Louise Bennett, Toni Morrison, Octavia Butler, Alice Walker, Gloria Naylor, Reginald McKnight and August Wilson, give the course its unique flavor. The readings in short fiction, prose, poetry and drama, which explore thematic concerns such as tradition vs. modernity, colonialism, rites of passage, and oral narrative traditions, enable students to gain an indispensable diasporic perspective that will enlarge their view of themselves, their world and literature.

Prerequisite: ENG 102 or ENG 201

LIT 219 The Word as Weapon

3 HOURS, 3 CREDITS

Is the pen mightier than the sword? An examination of the writer's approach to correcting society's ills. Reading in satire, invective, polemics, burlesque, lampoon and muckraking by such writers as Swift, Dickens, Mark Twain, Sinclair Lewis and Joseph Heller. Students also write satires of their own.

Prerequisites: ENG 102 or ENG 201, *and* one of the following: LIT 230, LIT 231, LIT 232, or LIT 233

LIT 223 African-American Literature

(Same course as AAL 223)

3 HOURS, 3 CREDITS

A study of the writing of African Americans from colonial times to the present, with special attention to influential African-American writers such as W. E. B. Du Bois, Toomer, Hughes, Wright, Brooks, Ellison, Baldwin, Baraka and Malcolm X. Readings in novels, plays, autobiographies, short stories, poems, folktales and essays will explore a wide range of African-American aesthetic responses to life in the United States.

Prerequisite: ENG 102 or ENG 201

LIT 230 Classical Literature

3 HOURS, 3 CREDITS

A study of early or fundamental literature in a variety of cultures. Close readings and analysis of epics, lyrics, dramas and sacred texts, with an eye to literary form and style as well as content. Discussion of appropriate

literary concerns, such as heroism, divinity, sacrifice, duty and justice.

Prerequisite: ENG 102 or ENG 201

LIT 231 Medieval and Early Modern Literature

3 HOURS, 3 CREDITS

A study of literature from 600 through the 17th century. Close readings and analysis of sagas, romances, plays and poetry, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as faith, courtly love, loyalty, power and loss.

Prerequisite: ENG 102 or ENG 201

LIT 232 Modern Literature

3 HOURS, 3 CREDITS

A study of literature from the 18th century to the present. Close readings and analysis of fiction, drama and poetry, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as reason, freedom, idealism, materialism and alienation.

Prerequisite: ENG 102 or ENG 201

LIT 233 American Literature

3 HOURS, 3 CREDITS

A study of American literature from its beginnings to the present. Close readings and analysis of American fiction, poetry, drama and nonfiction, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as liberty, individualism, utopianism, race and success.

Prerequisite: ENG 102 or ENG 201

LIT 260 Introduction to Literary Study

3 HOURS, 3 CREDITS

Introduction to Literary Study teaches the skills needed to study literature with understanding and pleasure. Students will learn strategies for reading, interpreting, criticizing, and writing about complex literary works. Through studying short stories, poetry, plays, and a novel, students ascertain the defining characteristics of literary genres, develop a working vocabulary of literary terms, and advance their ability to write critical essays on literary texts.

Prerequisite: English 102 or 201, and LIT 230 or LIT 231 or LIT 232 or LIT 233

LIT 283 New York City in Film

3 HOURS, 3 CREDITS

A survey of significant films and major filmmakers on the special topic, New York City in Film, through an examination of the cinema as an art form shaping and reflecting the changing perception of its society.

Prerequisite: ENG 102 or ENG 201

LIT 284 Film and Society

3 HOURS, 3 CREDITS

A survey of significant films and major filmmakers on the special topic, Film and Society, through an examination of the cinema as an art form shaping and reflecting the changing perceptions of its society.

Prerequisite: ENG 102 or ENG 201

LIT 285 The Rebel in Film

3 HOURS, 3 CREDITS

This course is a survey of significant films and major filmmakers on the special topic, The Rebel in Film, through an examination of the cinema as an art form shaping and reflecting the changing perceptions of its society.

Prerequisite: ENG 102 or ENG 201

LIT 290 Special Topics

3 HOURS, 3 CREDITS

A single-semester course dealing with an announced topic, theme, or author.

Prerequisite: ENG 102 or ENG 201

LIT 300 Text and Context

3 HOURS, 3 CREDITS

This course introduces students to the contexts within which literary works are created and interpreted, and gives them theoretical frameworks for their own interpretations. The course will place one or more literary texts into context by focusing on relevant historical backgrounds and critical reception. The course will also introduce a variety of interpretive approaches, and may include critical race theory, deconstruction, feminism, formalism, Marxism, new historicism, post-colonialist, psychoanalytic and reception theories. Each semester individual instructors will anchor the course in specific sub-topics, primary texts, cultures, and historical moments, depending on their areas of specialization.

Prerequisite: : ENG 102 or 201, and LIT 260, and LIT 371 or LIT 372 or LIT 374 or LIT 375 or permission of the chair

LIT 305 Foundations of Literature and Law

3 HOURS, 3 CREDITS

This course will give students the tools to think and write effectively about the emerging interdisciplinary field of literature and the law. We will identify and question the basic rules and assumptions of both literature and the law, and examine the ways in which the two disciplines converge and diverge. Topics may include: literature and law as narrative systems; acts of interpretation; the status of facts; literature as a point of resistance to the law; the role of persuasion in law and storytelling; reading law as literature.

Prerequisites: ENG 102 or 201, and LIT 260, and LIT 371 or LIT 372 or LIT 374 or LIT 375 or permission of the chair

LIT 309 Contemporary Fiction

3 HOURS, 3 CREDITS

This course examines novels and short stories written within the last 50 years. Particular attention will also be given to how these texts reflect major aesthetic, ethical, psychological, social and political concerns. Students will be introduced to the cultural, linguistic and other literary theories relevant to the interpretation of contemporary narratives.

Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 or LIT 233

LIT 313 Shakespeare

3 HOURS, 3 CREDITS

Shakespeare's plays are engaged with the complexities of his time, and they also speak to ours. Working with a selection of plays, students will develop skills in the close reading of early-modern drama, learning how character, language, and dramatic form (tragedy, comedy, history, romance) shape meaning. They will analyze the intellectual, moral, social and political issues that Shakespeare explores, especially those involving justice, governance, the family, race, and gender. Because Shakespeare wrote his plays for performance, students will also analyze them as scripts by watching films and through their own performance.

Prerequisite: LIT 230 or LIT 231 or LIT 232 or LIT 233

LIT 314 Shakespeare and Justice

3 HOURS, 3 CREDITS

This course examines Shakespeare's representation of justice in its connections to social and political order, crime and the law. The investigation will be both historical, situated within early modern understandings of justice, and aesthetic, situated within Shakespeare's

dramatic vocabularies. What are the connections between poetic justice and legal, social, and religious justice? How do such connections order plot, character, and structure? And finally: how do Shakespeare's representations of justice and injustice support or challenge early modern ideas of justice? Students will explore these questions through close analysis of selected plays and affiliated historical readings, and through their performance of scenes key to Shakespeare's articulations of justice.

Prerequisite: ENG 102 or 201, and LIT 230 or LIT 231 or LIT 232 or LIT 233

LIT 315 American Literature and the Law

3 HOURS, 3 CREDITS

The course will bring together American literary and legal texts in order to examine the ways in which the two can illuminate each other. It will focus on the works of American literature that take law as their central theme; works that include trials or are inspired by famous cases; works that have lawyers as protagonists; and works that address issues of law and justice. Students will also bring methods of literary analysis to bear on the study of important cases or legal decisions in order to understand the rhetoric of law, the unstated assumptions contained in it and the voices excluded from it.

Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 or LIT 233

LIT 316 Gender and Identity in Literary Traditions

3 HOURS, 3 CREDITS

This course will provide a close examination of how gender functions to shape both authorship and literary text. Students will investigate how writers use conventions of sex and gender, and how readers critically assess these literary representations. The instructor will choose the genre and periodization in any given semester. Emphasis will be divided between primary literary texts, relevant historical documents and selected theoretical commentary.

Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 or LIT 233

LIT 319 Law and Justice in European Medieval Literature

3 HOURS, 3 CREDITS

This course introduces the student to the classics of medieval literature and to the legal structure of the period. Each semester, individual instructors will anchor the course in specific cultures, bodies of law, and primary texts. Medieval law was often unwritten, and performed locally through debate and decision, and public ritual gestures (clasping of hands, kissing, the giving of objects as pledges, touching relics, etc.). Medieval

literature often dramatizes such rituals and legal issues. The course ranges broadly over many centuries and encompasses (translated) texts in many languages, principally Latin. Students should be prepared to learn some key terms of vocabulary and basic linguistic principles.

Prerequisite: ENG 102 or 201, **and** LIT 230 or LIT 231 or LIT 232 or LIT 233

LIT 323 The Crime Film

3 HOURS, 3 CREDITS

An in-depth study of the evolution and aesthetics of two major film genres, the gangster film and the film noir, though an examination of conventions of motivation, character, action, locale and iconography. The course will emphasize the genre film's treatment of the fundamental cultural conflicts that exist in society.

Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 **or** LIT 233

LIT 324 Road Movies

3 HOURS, 3 CREDITS

An in-depth study of the evolution and aesthetics of a major film genre, Road Movies, through an examination of conventions of motivation, character, action, locale and iconography. The course will emphasize the genre film's treatment of the fundamental cultural conflicts that exist in society.

Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 **or** LIT 233

LIT 325 Science Fiction Film

3 HOURS, 3 CREDITS

An in-depth study of the evolution and aesthetics of a major film genre, the Science Fiction Film, through an examination of conventions of motivation, character, action, locale and iconography. The course will emphasize the genre film's treatment of the fundamental cultural conflicts that exist in society.

Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 **or** LIT 233

LIT 327 Crime and Punishment in Literature

3 HOURS, 3 CREDITS

A study of works treating the theme of crime and related matters, such as motivation, guilt and responsibility. Works are considered from the psychological, sociological and philosophical points of view, as well as from the purely literary standpoint. Authors include Aeschylus, Shakespeare, Dostoevsky, Poe, Melville, Burgess, Capote.

Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 **or** LIT 233

LIT 330 Alfred Hitchcock

3 HOURS, 3 CREDITS

An intensive study of the work and vision of Alfred Hitchcock through an examination of theme, style, structure and view of cinema. Special emphasis will be placed on the recurrent artistic concerns as well as the philosophic, psychoanalytic and political concerns that identify the work of an important cinematic author.

Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 **or** LIT 233

LIT 331 Steven Spielberg

3 HOURS, 3 CREDITS

An intensive study of the work and vision of Steven Spielberg through an examination of theme, style, structure and view of cinema. Special emphasis will be placed on the recurrent artistic concerns as well as the philosophic, psychoanalytic and political concerns that identify the work of an important cinematic author.

Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 **or** LIT 233

LIT 340 The African-American Experience in America: Comparative Racial Perspectives

(Same course as AAL 340)

3 HOURS, 3 CREDITS

An examination of African-American life through the works of both African-American and white writers. The course will look at the inter-relationships and differences between African-American and white perspectives. Authors such as W. E. B. Du Bois, Melville, Wright, Baldwin, Twain, Faulkner, Ellison, Welty, Morrison and Styron will be read.

Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 **or** LIT 233

LIT 342 Perspectives on Literature and Human Rights

3 HOURS, 3 CREDITS

This course will focus on the representation and interrogation of human rights and related issues in literary texts. We will be looking at how human rights have been construed and debated at particular historical moments by writers from specific cultures and groups. In doing so we will place an emphasis on due process, a concept which, although arguably common to every society, takes on very different meanings depending on that society's structures, beliefs, customs, norms and values. Every society, for example, will have its own conception of 1) the priority of collective rights and imperatives, and 2) the priority of individual rights and imperatives. Each semester, depending on their areas of specialization, individual

instructors will anchor the course in one or more specific cultures, historical moments, sub-topics and primary texts. Through close reading and analysis of a variety of literary forms, we may examine, for example: natural rights; the right to habeas corpus; the right to self-determination and self-expression (including the right to write); the right to preserve and practice one's cultural heritage; and the right to depart from socially constructed norms of behavior. The history of the human rights struggle and relevant concepts and debates in the related disciplines of government, law, philosophy and sociology will provide an analytic framework.

Prerequisite: ENG 102 or 201, **and** LIT 230 or LIT 231 or LIT 232 or LIT 233

LIT 352 New Fiction

3 HOURS, 3 CREDITS

Writers today try to make sense out of the moral, cultural, political and social changes in the world since World War II. A study of novels and short stories written in the past several decades by major international authors such as Solzhenitsyn, Nabokov, Mailer and Borges.

Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 **or** LIT 233

LIT 360 Mythology in Literature

3 HOURS, 3 CREDITS

Examination of mythological themes like the creation of the world, the loves of gods with mortals, the descent into the underworld and the heroic quest as they appear in such writers as Homer, Ovid, Shakespeare, Tennyson and Yeats. Greek, Roman, Teutonic, Indian and African myths are among those studied.

Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 **or** LIT 233

LIT 362 The Bible as Literature

3 HOURS, 3 CREDITS

A non-doctrinal introduction to the Bible. Selected books from the Old and New Testament approached as literary and historical documents. Structure, characters, themes and archetypes. Modern translation to be used.

Prerequisite: one of the following: LIT 230, LIT 231, LIT 232 **or** LIT 233

LIT 371 Topics in Medieval Literature

3 HOURS, 3 CREDITS

Topics in Medieval Literature will examine select literary movements, authors, and ideas with an eye to the formal features of texts as well as the

social, historical, and political contexts in which they appear. The course will approach the canon for this period not as a fixed entity but as a body of work consistently open to reevaluation and critique; alternative texts, voices, and subject positions relevant to the topic(s) will be included.

As a means of understanding the literature of the period, the course may focus on a literary genre or convention (e.g., epic, romance) or an important theme (e.g., chivalric and warrior codes, heresy and devotion, impermanence, erotic love). Each semester individual instructors will anchor the course in specific sub-topics, primary texts, cultures, historical moments, etc., depending on their own areas of specialization.

Prerequisite: ENG 102 or 201. Prerequisite or co-requisite: LIT 260 **or** permission of the instructor

LIT 372 Topics in Early Modern Literature

3 CREDITS, 3 HOURS

Topics in Early Modern Literature will examine major and minor literary movements, authors, or ideas at work in 16th and 17th-century literature with an eye to the formal features of texts as well as the social, historical, and political contexts in which they appear. The course will approach the canon for this period not as a fixed entity but as a body of work consistently open to reevaluation and critique; alternative texts, voices, and subject positions relevant to the topic(s) will be included. As a means of understanding the literature of the period, the course may focus on a literary genre or convention (e.g., drama, sonnet) or an important theme (e.g., the Other in literature, hierarchy, literature of love, monarchy in crisis). The specific focus of the course will be determined by the individual professor and may be concerned exclusively with English literature, Western Literature more broadly, or Western and non-Western literature.

Prerequisites: ENG 102 or 201. Prerequisite or co-requisite: LIT 260 **or** permission of the instructor

LIT 374 Topics in Nineteenth-Century Literature

3 CREDITS, 3 HOURS

Topics in Nineteenth-Century Literature will examine select major and minor literary movements, authors, and ideas at work in 19th-century literature with an eye to the formal features of texts as well as the social, historical, and political contexts in which they appear. The course will approach the canon for this period not as a fixed entity but as a body of work consistently open to reevaluation and critique; alternative texts, voices, and subject positions relevant to the topic(s) will be included. As



a means of understanding the literature of the period, the course may focus on a literary genre or convention (e.g., lyric or narrative poetry, realist, romantic or naturalistic novels) or an important theme (e.g., industrialization, slavery, imperialism, and the romantic imagination). Each semester individual instructors will anchor the course in specific sub-topics, primary texts, cultures, historical moments, etc., depending on their own areas of specialization.

Prerequisites: ENG 102 or 201. Prerequisite or co-requisite: LIT 260 *or* permission of the instructor

LIT 375 Topics in Twentieth-Century Literature

3 CREDITS, 3 HOURS

Topics in Twentieth-Century Literature will examine select literary movements, authors, and ideas with an eye to the formal features of texts as well as the social, historical, and political contexts in which they appear. The course will approach the canon for this period not as a fixed entity but as a body of work consistently open to reevaluation and critique; alternative texts, voices, and subject positions relevant to the topic will be included. As a means of understanding the literature of the period, the course may focus on a literary genre or convention (e.g., confessional poetry, non-linear narrative) or an important theme (e.g., alienation, memory and trauma, dominant vs. minority culture). Each semester individual instructors will anchor the course in specific sub-topics, primary texts, cultures, historical moments, etc., depending on their own areas of specialization.

Prerequisites: ENG 102 or 201. Prerequisite or co-requisite: LIT 260 *or* permission of the instructor

LIT 390 Individual Reading

3 CREDITS, 3 HOURS

Submission of a project of reading and research for approval by the instructor. A paper and periodic conferences are required. Special arrangements may be made to do this work over the summer.

Prerequisites: ENG 102 or ENG 201, *and* junior standing or above

LIT 401 Special Topics

3 HOURS, 3 CREDITS

Specific study of a topic chosen by the instructor and students.

Prerequisite: Any 300-level literature course, *and* ENG 102 or ENG 201

MATHEMATICS AND COMPUTER SCIENCE

MAT 100 Introduction to Basic Mathematical Skills

3 HOURS, NO CREDIT

A comprehensive study of the fundamental principles of arithmetic including operations with fractions, decimals, percents and signed numbers. Verbal problems as well as an introduction to the elements of algebra are included. Required for students needing additional preparation in mathematics before admission to MAT 103 *or* MAT 105.

Prerequisite: Placement examination

MAT 103 Elements of Modern Mathematics I

3 HOURS, 1 CREDIT

Designed for students needing compensatory and remedial work with essentially the same content as MAT 105. Students required to take MAT 103 may retake the placement examination and may take MAT 104 or MAT 105.

The grades of P and A are the only authorized passing grades.

Prerequisite: Placement examination

MAT 104 Elements of Modern Mathematics II

3 HOURS, 3 CREDITS

Designed for students needing compensatory and remedial work with essentially the same content as MAT 105. Students required to take MAT 103 may be placed into MAT 104 or MAT 105 depending on their performance on placement examination retaken at the conclusion of MAT 103.

Prerequisite: Placement examination

MAT 105 Modern Mathematics

3 HOURS, 3 CREDITS

A systematic treatment of the foundation of college algebra. Topics include complex numbers, systems of linear equations and inequalities, functions, the theory of equations, logarithms and exponential functions, and related applications.

Prerequisite: Placement examination

MAT 108 Social Science Mathematics

3 HOURS, 3 CREDITS

Recommended for students interested in the role of mathematical models in the quantification of the social sciences. Emphasis on mathematical skills and topics basic to the understanding of probability, linear programming, the power index, learning models, statistics, etc.

Prerequisite: Placement examination or MAT 104 or MAT 105

MAT 141 Pre-Calculus

3 HOURS, 3 CREDITS

Recommended for Forensic Science majors. Topics include a study of the conic section, systems of linear equations, determinants, two-dimensional vector geometry functions and limits.

Prerequisite: Placement examination, or MAT 105 or the equivalent

MAT 204 Discrete Structures

3 HOURS, 3 CREDITS

The course introduces fundamental ideas in discrete structures, serving as a basis for subsequent courses in computer information science. Topics include sets, functions and relations, the Pigeonhole Principle, basic counting methods, elementary logic, mathematical induction, recursion, trees and graph theory.

Prerequisites: ENG 101, and MAT 105 or the equivalent

MAT 205 Probability

3 HOURS, 3 CREDITS

Designed to set the foundations for frequency analysis and statistical inference. Topics in probability functions, densities and distributions.

Prerequisites: ENG 101, and MAT 108 or MAT 141

MAT 220 Survey of the Concepts of Operations Research (Same course as FIS 220 and PSC 220)

3 HOURS, 3 CREDITS

An introduction to operations research as it applies to model formulation in problems of management science, criminal justice, fire science and public service systems. Several topics will be surveyed from an elementary point of view in order to develop an appreciation and understanding of a quantitative approach to the resolution of management-oriented problems.

Prerequisites: ENG 101 and MAT 108 or MAT 141

MAT 221 Operations Analysis for Public Systems

3 HOURS, 3 CREDITS

Detailed examination of recent research involving the application of operations research to public systems such as law enforcement, fire science, air traffic control, library research, hospital operations. Opportunity is provided to develop and discuss student projects.

Prerequisites: ENG 101 and MAT 220

MAT 241 Calculus I

3 HOURS, 3 CREDITS

The basic concepts of limit, continuity and derivative are presented. Differentiation and integration of algebraic functions are developed. Applications are made to related rates, problems of maxima and minima, and to finding areas and volumes.

Prerequisites: ENG 101, and MAT 141 or placement examination

MAT 242 Calculus II

3 HOURS, 3 CREDITS

Applies the concepts of Calculus I to transcendental functions. Introduces l'Hôpital's method for dealing with indeterminate forms. Taylor series and general infinite series are discussed with respect to convergence and divergence.

Prerequisites: ENG 101 and MAT 241

MAT 243 Calculus III

3 HOURS, 3 CREDITS

Application of the techniques of elementary calculus to three dimensions, including vector calculus, surface area and arc length. Other topics discussed are the use of improper integrals in the form of Laplace integrals for solving ordinary differential equations, differentiation and the integration of infinite series.

Prerequisites: ENG 101 and MAT 242

MAT 260 Data Processing

3 HOURS, 3 CREDITS

This course provides the student with basic knowledge of personal computers and their use in the modern workplace. Non-technically trained individuals learn how to organize their data for efficient computer use and to decide which practical options are available vis-à-vis specific computer systems. Students learn to use word processing

packages, spreadsheets and databases in a modern networked computing environment.

Prerequisites: ENG 101 *and* 3 credits of mathematics. No previous computer course is required

MAT 270 Security of Computers and Their Data

(Same course as SEC 270)

3 HOURS, 3 CREDITS

Methods that have been used in the past to steal with the aid of the computer. Actual case studies will be used. Methods of detecting computer fraud. Physically protecting the computer and its peripherals.

Prerequisites: ENG 101 *and* one introductory course in computing or the equivalent

MAT 271 Introduction to Computing and Programming

3 HOURS, 3 CREDITS

Computer problem solving and programming in a high level language such as C++ are introduced. Algorithmic problem solving and basic programming techniques are emphasized. Problems are solved using methods such as top-down design and stepwise iterative refinement. Programming topics include basic data types, operators and expressions, control structures, functions, arrays and pointers. Students are introduced to a modern program development environment in the computer lab and are expected to complete several programming projects.

Prerequisites: ENG 101, *and* MAT 105 *or* the equivalent

MAT 272 Object-Oriented Programming

3 HOURS, 3 CREDITS

This course is a continuation of algorithmic problem solving, introducing more advanced methods, particularly object-oriented design. Topics include procedural abstraction, user defined static, dynamic and generic data types, linked structures, sorting and searching, event driven programming and recursion. Abstract data types, inheritance and polymorphism are examined in detail. Principles of rigorous programming practice and software development are emphasized.

Prerequisites: ENG 101 *and* MAT 271

MAT 273 Graphics and Interface Programming

3 HOURS, 3 CREDITS

Students learn to develop programs that allow users to create, paint and display images. In addition, they learn to use an object-oriented approach

to develop cross-platform application programs with graphical user interface components such as windows, buttons and menus that respond to events such as clicking the mouse or pressing a key. JAVA programming language is used as the medium.

Prerequisites: ENG 101 *and* MAT 272

MAT 276 Systems Analysis and Design

3 HOURS, 3 CREDITS

The course introduces the concepts of information systems analysis and design including techniques for managing a systems development project. The role of the systems analyst and an overview of the entire systems development lifecycle are discussed. In addition, the requirements for an information system are defined using graphical models and supporting documentation. User interface and database designs are emphasized. Alternative analysis and design methods are also presented, as well as the object-oriented approach.

Prerequisites: ENG 101, *and* MAT 260 *or* MAT 271

MAT 277 Computers for Administrative Decision Making

3 HOURS, 3 CREDITS

Examination of executive decision problems selected from various areas of public administration. Formulation of problems for computer solution, with students participating in the managerial decision making process. No previous computer programming knowledge is assumed.

Prerequisites: ENG 101 *and* 6 credits of mathematics

MAT 278 Software Applications for Office Management

3 HOURS, 3 CREDITS

This course will provide advanced experience in word processing, database analysis and spreadsheet analysis. Emphasis is given as to how to enhance the applicability of the above by using advanced features such as spreadsheet macros, database languages and word processing macros. Another feature of the course is to show how the tools above may be used together to enhance the productivity of the modern office.

Prerequisites: ENG 101 *and* 6 credits of mathematics

MAT 279 Data Communications and the Internet

3 HOURS, 3 CREDITS

An exploration of the use of personal computers, servers and appliances in communication networks such as the Internet. Communication protocols are introduced and the security of computer networks is discussed.

Methods for transmitting files and information and search methods using e-mail, FTP, Telnet and Web-based data systems are examined. The legal and ethical aspects of this field also are discussed.

Prerequisites: ENG 101, **and** MAT 105 or the equivalent

MAT 301 Probability and Mathematical Statistics I

3 HOURS, 3 CREDITS

Emphasis on the probability theory necessary for the study of statistical inference. Topics include studies of discrete, continuous and multivariate distributions. Applications to problems involving normal, binomial, Poisson and other distributions. Introduction to theory and methods of testing hypotheses and of estimation.

Prerequisites: ENG 102 or ENG 201, **and** MAT 241

MAT 302 Probability and Mathematical Statistics II

3 HOURS, 3 CREDITS

Theory and methods of testing statistical hypotheses including Neyman-Pearson theorem, likelihood ratio tests, power function study, etc. Point and interval estimation of statistical parameters including study of unbiased, consistent, efficient and sufficient estimators. Results applied to problems from different fields involving binomial, Poisson, normal and related distributions.

Prerequisites: ENG 102 or ENG 201, **and** MAT 301

MAT 310 Linear Algebra

3 HOURS, 3 CREDITS

Calculations with matrices, vector spaces, bases and dimensions, rank of a matrix, systems of linear equations, determinants, characteristic equations, eigenvalues and eigenvectors, and minimal polynomials.

Prerequisites: ENG 102 or ENG 201, and MAT 241-242 or the equivalent

MAT 323-324 Operations Research Models I and II

EACH COURSE: 3 HOURS, 3 CREDITS

The construction of mathematical models for real-life situations with the application of operations research theory to obtain practical solutions.

Problems are chosen from varied fields of endeavor with particular emphasis upon public sector-related topics, e.g., traffic flow, court procedures, network analysis and simulation techniques.

Prerequisites: For MAT 323: ENG 102 or ENG 201, **and** MAT 241. MAT 323 is required for MAT 324

MAT 371 Numerical Analysis

3 HOURS, 3 CREDITS

Introduction to various numerical approximation techniques and the concept of error. Schemes are developed for finding the approximate solutions of algebraic and transcendental equations. Numerical differentiation and integration, finite differences, interpolation and extrapolation, and asymptotic approximation are also discussed.

Applications to various branches of science are made. Stress is on the usefulness and necessity of numerical computation.

Prerequisites: ENG 102 or ENG 201, **and** MAT 242

MAT 373 Advanced Data Structures

3 HOURS, 3 CREDITS

The examination of commonly employed data structures such as stacks and queues will be the objective of the course. In addition, singly and doubly linked lists, hash-coded storage and searching, tree data structures along with the corresponding sorting methods such as heap sort and quick sort will also be included. The application of these structures to the creation of data banks for public sector functions as well as the modeling of service facilities such as the courts and document processing agencies will be emphasized.

Prerequisites: ENG 102 or ENG 201, **and** MAT 272

MAT 374 Programming Languages

3 HOURS, 3 CREDITS

The efficient translation from high level language to machine code is examined. Topics covered include context free grammars and push down automata, program semantics, virtual machines, data types and type checking, control structures, subprograms and exception handling. In addition, the imperative, object-oriented, function and logic programming paradigms are compared. Examples are taken from LISP, Prolog, C/C++ and Java.

Prerequisites: ENG 102 or ENG 201, **and** MAT 272

MAT 375 Operating Systems

3 HOURS, 3 CREDITS

Fundamental concepts and techniques used in the design and implementation of modern operating systems are examined. Topics covered include processes, process coordination and synchronization, scheduling, memory organization and virtual memory, file systems, security and protection, and device management. The operating system's

impact on the security and integrity of the applications and information systems it supports is emphasized. Concepts are illustrated using UNIX and Windows NT.

Prerequisites: ENG 102 or ENG 201, **and** MAT 272

MAT 376 Artificial Intelligence

3 HOURS, 3 CREDITS

Artificial intelligence is an introductory course for students interested in the design of intelligent information systems. It covers several topics ranging from knowledge representation, inference, planning, search, and other fundamental topics in artificial intelligence, to selected topics in information retrieval, learning and robotics. The course provides a background in artificial intelligence, an exposure to the major issues and methods in the field, and some experience in writing intelligent programs using Prolog.

Prerequisites: ENG 102 or ENG 201, **and** MAT 272

MAT 377 Computer Algorithms

3 HOURS, 3 CREDITS

Recursive algorithms, complexity analysis, parallel and distributed algorithms are explored. Specific topics covered include searching, sorting, recursive descent parsing, pattern recognition, network and numerical algorithms, and encryption schemes. Algorithms employed in the design of secure information systems used by law enforcement and public agencies are examined.

Prerequisites: ENG 102 or ENG 201, **and** MAT 272

MAT 379 Computer Networking

3 HOURS, 3 CREDITS

The principles and methodologies used in the design and implementation of modern computer networks and networked information systems are studied in detail. Topics include shared use of a multiple access channel, error detection and recovery, and flow and congestion control. Packet switched networks and routing protocols are examined, and procedures for secure and reliable transport over best-effort deliver systems are presented. In addition, communication protocols above the transport level, for example, protocols that support the Internet and current Internet applications such as Web servers and clients, are discussed. Network programming is introduced, and students will be expected to develop several client/server applications.

Prerequisites: ENG 102 or ENG 201, **and** MAT 272

MAT 400 Quantitative Problems in Criminal Justice

3 HOURS, 3 CREDITS

This course will focus on quantitative applications in the criminal justice field. In this connection, principles and techniques from operations research, statistics and computer science will be applied to various situations and problems arising in criminal justice.

Prerequisites: ENG 102 or ENG 201, MAT 221, MAT 324, **and** MAT 373

MAT 404 Internship in Management Information Systems

3 HOURS, 3 CREDITS

This course gives students the opportunity to work directly with experienced administrators in city, state or federal agencies and to learn firsthand the role of information sciences in the agencies of the criminal justice system. Students normally work one day per week (120 hours per semester) in the agency, gaining experience in computer applications in the public sector. The classroom seminars and diary conferences allow the student to understand the roles computers play in management and decision making and to exchange experiences and gain insight into the workings of a number of different agencies. Placements are available in a broad range of these agencies.

Prerequisite: MAT 400

MAT 470 Database Systems in Criminal Justice

3 HOURS, 3 CREDITS

Essentials of database systems: physical database organization, access methods, data models, entity relationships, and network, hierarchal and relational structures. Use of database technologies by law enforcement agencies to facilitate criminal investigations and improve agency functions.

Prerequisite: MAT 373

MAT 490 Selected Topics in Mathematics

3 HOURS, 3 CREDITS

Specific study of topics chosen by the instructor and students.

Prerequisites: ENG 102 or ENG 201, **and** senior standing or permission of the section instructor

MUSIC

(Department of Art and Music)

MUS 101 Introduction to Music

3 HOURS, 3 CREDITS

This course explores the history, techniques and cultural contexts of the major forms of Western classical music. The course's goals include development of the student's musical ear and a heightened understanding of the ways in which social, intellectual and cultural patterns are reflected in music culture. Attendance at live concerts is required.

MUS 102 Music Skills

3 HOURS, 3 CREDITS

Principles of music theory, practice in reading and writing notation, elementary composition. Development of fundamental musical skills.

MUS 103 American Popular Music from Jazz to Rock

3 HOURS, 3 CREDITS

This course surveys the history of jazz and of the major 20th-century and modern styles of American popular music, including blues, gospel, rhythm 'n' blues, soul and hip-hop, exploring both stylistic features as well as socio-cultural themes.

MUS 104 Music in World Culture

3 HOURS, 3 CREDITS

This course explores the traditional and modern musics of selected world cultures, examining both their styles and their socio-cultural backgrounds. Areas to be studied may include Africa, India, Indonesia, and/or other regions, as well as diasporic communities in New York City.

MUS 110 Popular Musics of the Caribbean

(Same course as PLM 110)

3 HOURS, 3 CREDITS

A survey of the major popular music styles of the Caribbean, including salsa, reggae, soca and other genres, exploring their social contexts, historical origins, and relation to indigenous folk musics. The important role of New York City as a center for Caribbean music will also be examined.

MUS 115 Introduction to Vocal Technique, Style and Song Literature

3 HOURS, 3 CREDITS

A studio class introducing the principles of vocal technique and developing the singing voice through study of classical methods. Song literature studied ranges from 17th and 18th century art songs through traditional folk music to contemporary classical and popular songs.

Prerequisite: Ability to sing a simple song with correct rhythm and pitch and a pleasant tonal quality

MUS 120 Piano

3 HOURS, 3 CREDITS

The basics of playing the piano. Instruction in reading music for the piano as well as the fundamentals of technique, including hand positions and finger exercises. Daily practice required; practice pianos available on campus. Exploration of the general history and literature of the piano.

MUS 130 John Jay Chorus I

3 HOURS, 3 CREDITS

The class constitutes a singing ensemble of men and women. Class sessions operate as rehearsals and require regular attendance. The music sung reflects a wide range of styles. Skills are developed in the following areas: the ability to sing an independent part correctly and in tune; basic vocal technique; sight-reading of musical notation; diction; and general musicianship. Public performances may be given. Prior experience is not required, though members are expected to be able to sing a simple tune correctly.

MUS 131 John Jay Chorus II

3 HOURS, 3 CREDITS

A continuation of Music 130. Class sessions operate as rehearsals, and require regular attendance. The music sung reflects a wide range of styles. Improved skills are developed in the following areas: the ability to sing an independent part correctly, basic vocal technique, sight reading, diction, general musicianship. Public performances may be given.

Prerequisite: MUS 130

NATURAL SCIENCE

(Department of Sciences)

NSC 107 Introduction to Science in Society

6 HOURS: 3 HOURS LECTURE, 1½ HOURS RECITATION,

1½ HOURS LABORATORY; 4 CREDITS

A course in the basic principles of atomic and molecular physical science including concepts of measurement and data collection, the scientific method, the structure of matter and living organisms, with emphasis on the relationships between science and society.

Prerequisites: MAT 104, and MAT 105 or the equivalent. *May not be taken after CHE 108, ENV 108, FOS 108 or PHY 108*

PHILOSOPHY

(Department of Philosophy)

PHI 102 Introduction to Ethics

3 HOURS, 3 CREDITS

Do objective moral standards exist or is morality relative to culture or individual? This course examines the principles that guide moral reasoning and argumentation. The main theories of ethical justification are analyzed, with application to such selected issues of social morality as punishment, civil disobedience, privacy and sexual behavior, war, racial and sexual equality, abortion, euthanasia, business integrity and economic justice.

PHI 105 Critical Thinking and Informal Logic

3 HOURS, 3 CREDITS

This course is a basic introduction to critical reasoning. Focus is on students' developing and applying skills in critical and analytic reading and writing. Topics covered include recognizing arguments, identifying premises and conclusions, clarity and relevance in argumentative language, distinguishing types of arguments, validity and soundness in constructing and evaluating arguments, fallacies, elements of legal reasoning.

PHI 203 Political Philosophy

3 HOURS, 3 CREDITS

Examination of the philosophical presuppositions about human nature that are inherent in political theories from Plato to Marx and concepts of

sovereignty, freedom, authority and law.

Prerequisites: ENG 101, and sophomore standing or above *or* permission of the section instructor

PHI 204 Logic

3 HOURS, 3 CREDITS

An exposition of formal and informal methods of evaluating reasoning in arguments and texts. We will examine systems or models of deductive reasoning, problems of translation from natural to formal languages, reasoning and rhetoric in complex arguments and the foundations of the logic of investigation.

Prerequisite: ENG 101

PHI 224 Death, Dying and Society: A Life Crises Management Issue

(Same course as ANT 224, PSY 224 and SOC 224)

3 HOURS, 3 CREDITS

Death and dying will be viewed from the perspectives of a variety of academic disciplines and applied fields. The course will deal with the dying process: the different cultural practices and beliefs related to this process; its impact on the individual and his or her family, particularly in the areas of grief, mourning and restructuring of the family; and it will examine the ways different occupational groups are routinely involved with death and dying and the methods they evolve to manage it for others and cope with it themselves. The course will also explore different types of death, death at different periods in the life cycle, euthanasia, abortion and ethical, religious existential issues related to death and dying. The course will be multidisciplinary.

Prerequisites: ENG 101 and an introductory course in sociology, anthropology, philosophy, or psychology

PHI 231 Knowing, Being and Doing: Philosophical Method and Its Applications

3 HOURS, 3 CREDITS

An introduction to four major philosophical questions: What can I know for certain? Does God exist? How should I act toward others? What is justice? This analysis of the foundations of knowledge, religious belief, ethical theory and social justice includes readings from Plato, Aristotle, St. Thomas, Descartes, Kant, Mill and contemporary philosophers.

Prerequisite: ENG 101

PHI 302 Philosophical Issues of Rights

3 HOURS, 3 CREDITS

This course will explore a number of philosophical issues regarding the nature, content and scope of rights. Fundamental issues include what is meant by the notion of a right, how rights are justified and what sorts of rights we have (negative and/or positive). Other issues will also be explored including whether all humans have rights, whether the scope of rights encompasses animals and ecosystems in addition to humans, and whether rights exist for groups as well as individuals.

Prerequisites: ENG 102 or ENG 201, **and** PHI 231

PHI 304 Philosophy of the Mind

3 HOURS, 3 CREDITS

This course presents discussion and critical assessment of some major philosophical questions concerning the mind: What is the mind? How much can we know about the self? Can we completely understand the mind in physico-chemical terms? What are the moral, political and ethical implications of our understanding of the mind? The course will survey the most important approaches to these questions, including dualism, behaviorism, identity theory, functionalism, eliminativism and others.

Prerequisite: ENG 102 or ENG 201, **and** PHI 231 or permission of the section instructor

PHI 310 Ethics and Law

(Same course as LAW 310)

3 HOURS, 3 CREDITS

Inquiry into the relationship between morality and law; their organic interrelationship in the natural law tradition; their separation in positivism. The contemporary debate illustrated by the issues of human and civil rights; the enforcement of sexual morality; civil disobedience; and the ethics of law enforcement.

Prerequisites: ENG 102 or ENG 201, **and** PHI 231 or permission of the section instructor

PHI 321 Police Ethics

(Same course as CRJ 321)

3 HOURS, 3 CREDITS

An identification and analysis of the diverse ethical issues encountered in the police service. Traditional ethical theories will be examined and will be applied to such topics as discretion, deadly physical force, misconduct, authority and responsibility, affirmative action, civil disobedience, undercover operations and privacy.

Prerequisites: ENG 102 or ENG 201, **and** PHI 231 or permission of the section instructor

PHI 322 Judicial and Correctional Ethics

(Same course as CRJ 322)

3 HOURS, 3 CREDITS

A treatment of some of the central issues of judicial and correctional ethics. Traditional ethical theories will be applied to such topics as plea bargaining, bail and preventive detention, wiretapping, enforcement of sexual morality, sentencing, punishment, prisoners' rights and parole.

Prerequisites: ENG 102 or ENG 201, **and** PHI 231 or permission of the section instructor

PHI 326 Topics in the History of Modern Thought

3 HOURS, 3 CREDITS

This course will explore in depth one of the basic philosophic movements or conceptual themes that characterize modernity such as individualism, natural rights, freedom/liberty, utilitarianism, the Enlightenment, secularization, or existentialism. The course will analyze the metaphysical as well as the political presuppositions of the selected theme in relation to its historical context. (The course instructor will choose the semester's theme.)

Prerequisites: ENG 102 or ENG 201, **and** PHI 231 or permission of the instructor

PHI 340 Utopian Thought

3 HOURS, 3 CREDITS

Representations of ideal societies have played an important part in discussions of justice since Plato's *Republic*. This course will focus on some of the classical utopian (and dystopian) texts as well as on representative contemporary literary efforts in the utopian tradition. We will also examine some of the philosophical, literary, and historiographical analyses of utopian thought and of the social phenomena associated with it.

Prerequisites: ENG 102 or ENG 201, **and** PHI 231 or permission of the instructor

PHI 423 Selected Topics in Justice

(Same course as GOV 423)

3 HOURS, 3 CREDITS

This is an advanced senior-level seminar focusing on one of a set of specific topics or issues to be chosen by the instructor offering this section of the

course — concerning the philosophical concept of justice. Topics can be either theoretical and applied, and may include, but are not limited to, any of the following: an advanced survey of contemporary philosophical theories of justice; the textual analysis of one philosophic classic on justice, e.g., John Rawls' *Theory of Justice*; the philosophy of punishment and retribution; justice — distributive and compensatory; the impact of race, gender, and class on the contemporary philosophical analysis of justice. **Prerequisites:** ENG 102 or ENG 201, PHI 231, and one 300-level philosophy or political theory course, *or* permission of the section instructor

PHYSICAL EDUCATION

PED 103 Personal Physical Fitness and Dynamic Health

3 HOURS, 3 CREDITS

Students will analyze modern concepts of fitness, evaluate their personal level of health and fitness, examine the values of various exercise programs, perform exercises designed to improve muscular and cardiovascular systems, and understand concepts of weight management, diet and nutrition, and stress management. Students will be counseled toward solutions to their individual physical fitness-health needs.

PED 104 Cardiovascular Fitness (Formerly PED 195)

2 HOURS, 1 CREDIT

A basic course in physical conditioning, emphasizing cardiovascular fitness. This course is especially important for students who plan careers in law enforcement. The course features participation in a circuit training program by prescription. Apparatuses include treadmills, bicycle ergometer, dumbbells, wall pulleys, rowing machine, variable resistance bench press and knee-thigh machines. Students must provide medical clearance prior to undergoing a comprehensive fitness evaluation. Each exercise program is individually prescribed. Students will receive work capacity tests.

This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

PED 109 Water Aerobics and Basic Survival Skills

2 HOURS, 1 CREDIT

Introduction to aquatics in the safe low-impact medium of chest-deep water. Emphasis is on utilizing the water's resistance and buoyancy to promote cardiovascular conditioning, body toning, muscular strength, endurance and breathing. Use of state-of-the-art aquatic equipment such as Wet Vest (for deep water jogging) and Aqua Step Fins is included. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

PED 110 Contemporary Health Problems

3 HOURS, 3 CREDITS

The course will explore research on critical health issues dealing with mental health, substance addiction and dependence, nutrition, human sexuality, infectious and non-infectious diseases and their relationship to morbidity and longevity.

PED 111 Aquatics I: Beginner Swimming

2 HOURS, 1 CREDIT

Introduction to the fundamental swimming skills of floating, gliding and front crawl with instruction in basic water skills, safety and land rescue. Progression to more advanced skills such as treading water and standing front dive. Award of appropriate National Red Cross Aquatics Certificate level on completion of all skills requirements. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

PED 112 Aquatics II: Intermediate Swimming

2 HOURS, 1 CREDIT

Designed for students who have the fundamental swimming skills and are able to swim in deep water. Emphasis on form and ease in swimming and on perfecting the front crawl, breaststroke, sidestroke, back crawl and standing front dive with instruction in basic water skills, safety and land rescue. Award of appropriate National Red Cross Aquatics Certificate level on completion of all skills requirements. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

PED 114 Aquatics III: Advanced Swimming

2 HOURS, 1 CREDIT

Designed for competent swimmers capable of swimming the crawl, backstroke and breaststroke. Review of basic water skills, safety and land rescue. Training principles and interval workouts. Stretching, weight training and nutrition applicable to fitness, masters, and tri-athletes. Individualized video analysis of swimming skills. Award of appropriate National Red Cross Aquatics Certificate level on completion of all skills requirements. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

PED 120 - 129 Intercollegiate Athletics Participation

1 CREDIT PER ACTIVITY

These courses are limited to students who have successfully completed a full season of participation on a varsity team and have met the pre-established criteria in an activity within the intercollegiate athletic or sport club program at John Jay College.

PED 131 Air Pistol Shooting

2 HOURS, 1 CREDIT

This course is an introduction to the basic handling of the air pistol (which uses pellets and not live ammunition), in order to develop the proper attitude for using a pistol safely and to develop skills in shooting at a bull's-eye target. This course is also an introduction to the historical, legal and political issues associated with the pistol. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

PED 143 Karate I

2 HOURS, 1 CREDIT

A basic course in fundamentals, including stances, punches, kicks, formal exercise, prearranged sparring and free-sparring. History and philosophy discussed. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

PED 144 Karate II

2 HOURS, 1 CREDIT

Introduction leading to the acquisition of advanced skills in stances, punches, kicks, formal exercise, prearranged sparring and free-sparring. History and philosophy of karate will be explored through assigned readings, lectures, discussions and a field trip. Practice in directing and judging competitors and familiarization with Metropolitan Intercollegiate Karate League rules. Voluntary participation in intramural and intercollegiate competitions. Prepares students for promotion. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

PED 145 Self Defense

2 HOURS, 1 CREDIT

An introduction to the skills useful in defending against attacks from the side, rear and front. Various safety preventions and hazards in the home and street will be explored. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

PED 150 Tennis I

2 HOURS, 1 CREDIT

Introduction to the basic tennis skills. Emphasis will be placed upon the forehand and backhand groundstrokes, footwork, volley and the serve. Basic singles and doubles strategies will be discussed. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

PED 155 Golf I

2 HOURS, 1 CREDIT

Introduction to the rules, terminology, and fundamentals of golf, leading to development of sufficient skills enabling the student to enjoy the game as a player and spectator. Class instruction and practice using indoor hitting nets, chipping baskets and synthetic grass putting greens will help the student to develop driving, fairway wood and iron, chipping and putting

strokes. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

PED 166 Yoga I
(Formerly PED 192)

2 HOURS, 1 CREDIT

An introduction to the fundamental posture exercises, breathing and relaxation techniques of yoga as a basis for physical and mental self-improvement. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

PED 168 Weight Training and Body Development

2 HOURS, 1 CREDIT

An introduction to the proper skills of weight training. The concepts of weight training, muscular development, strength and stamina are examined. The student will develop and practice a personal program of weight training. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

PED 172 The Development of Weapons: An Historical Perspective

3 HOURS, 3 CREDITS

This course provides an introduction to the historical development of weapons. The sociological, political and ethical issues associated with weapons' development are examined. Emphasis is placed on the use of weapons and their relationship to law enforcement.

Note: This course does not satisfy the physical education requirement of the College's general education requirements.

PED 177 Physical Fitness for Law Enforcement

2 HOURS, 1 CREDIT

This course introduces students to physical, cognitive and emotional demands of police, correction and firefighter work. Students learn how to develop and maintain high levels of aerobic and anaerobic fitness as well as how to address many special needs of law enforcement personnel: diet and nutrition, care of the back, fatigue from shift work and physical fitness tests. This is an activity course. Students may apply no more than 4 credits of activity courses toward their degree requirements. There is no restriction on the number of 3-credit physical education courses that can be used to fulfill elective requirements.

PED 180 Stress Management
(Same course as PSY 180)

3 HOURS, 3 CREDITS

This course will explain the sources and consequences of stress. Key theories and terminology will be discussed and evaluated. A variety of instruments that measure stress levels among individuals will be demonstrated. Coping techniques enabling students to adjust to the demands of stress will be described and practiced.

PED 185 Health Issues in the Uniformed Services

3 HOURS, 3 CREDITS

Comprehensive examination of recent research and attitudes relating to health problems faced by uniformed services personnel. The course will discuss problems of substance abuse and addiction, HIV/AIDS, cardiovascular diseases, physical fitness, alcohol, tobacco, nutrition, infectious and non-infectious diseases. Students will examine various strategies for making decisions regarding their health. This course is open to all students.

PHYSICS

(Department of Sciences)

PHY 101 College Physics I (Liberal Arts Physics)

6 HOURS: 2 HOURS LECTURE, 1 HOUR RECITATION, 3 HOURS LABORATORY; OR EQUIVALENT

Topics include kinematics, vectors, forces, Newton's law of motion, weight, gravitational field, free fall, non-uniformly accelerated motion, momentum and impulse, kinetic and potential energy, heat and thermodynamics, illumination and photometry, reflection of light, refraction.

Prerequisite: Sequential Mathematics Level III or Trigonometry

PHY 102 College Physics II (Liberal Arts Physics)

6 HOURS: 2 HOURS LECTURE, 1 HOUR RECITATION, 3 HOURS LABORATORY; 4 CREDITS

Topics covered include electrostatics, electric fields and electric potential, current electricity, magnetic field, electromagnetic induction, the wave-particle duality, photons and matter waves, physics of the atom, nuclear physics.

Prerequisite: PHY 101

PHY 203 General Physics I

6 HOURS: 2 HOURS LECTURE, 1 HOUR RECITATION, 3 HOURS LABORATORY; 4 CREDITS

This is the first semester of a two-semester introductory course sequence, which is designed to provide the student with a general knowledge of the principles, concepts and theories of classical and modern physics. This calculus-based course is designed for students with a science or engineering background and for Forensic Science majors. The topics covered this semester will pertain to geometric optics, mechanics, and heat and thermodynamics.

Prerequisite: ENG 101, MAT 241. Co-requisite: MAT 242

PHY 204 General Physics II

6 HOURS: 2 HOURS LECTURE, 1 HOUR RECITATION, 3 HOURS LABORATORY; 4 CREDITS

This is the second semester of a two-semester introductory course sequence that is designed to provide the student with a general knowledge of the principles, concepts, and theories of classical and modern physics. This calculus-based course is designed for students with a science or engineering background and for Forensic Science majors. The topics covered this semester will pertain to fluid mechanics, vibrations and wave motion, electricity and magnetism, and physical optics.

Prerequisites: PHY 203, MAT 242, *and* ENG 101

POLICE SCIENCE

(Department of Law, Police Science and Criminal Justice Administration)

PSC 101 Introduction to Police Studies

3 HOURS, 3 CREDITS

A survey of law enforcement agencies, their role, history and development within the field of criminal justice. Limited to students who do not have law enforcement experience.

Prerequisite: Eligibility to enroll in ENG 101

PSC 201 Police Organization and Administration

3 HOURS, 3 CREDITS

An examination of the historical development and present organization and administration of police departments, and a consideration of the principles of organization best adapted to ensure effective service to the community. Evaluation of line, staff and auxiliary functions; the utilization of planning and analytic units as administrative aids.

Prerequisites: ENG 101, sophomore standing or above, *and* one of the following: PSC 101, CRJ 101 or ICJ 101

PSC 202 Police and Community Relations

3 HOURS, 3 CREDITS

Factors in human relations as they affect policing and police management. Prejudice and discrimination and their effects on the police in a changing society. The history and development of civil rights and civil liberties. The role of the modern police officer as generated by the balance of the requirements of peace and order and those of individual rights.

Prerequisites: ENG 101 *and* one of the following: PSC 101, CRJ 101 or ICJ 101

PSC 204 The Patrol Function

3 HOURS, 3 CREDITS

Consideration of the various factors, which influence the determination of patrol strength, type and distribution. Existing patrol practices in various police departments of the United States, Europe and the United Kingdom are compared and evaluated critically. Consideration of the future of patrol and an evaluation of recent theories for increasing efficiency.

Prerequisites: ENG 101 *and* sophomore standing or above

PSC 207 The Investigative Function

3 HOURS, 3 CREDITS

Introduction to criminal investigation in the field. Consideration of conduct at the crime scene, interview and interrogation of witnesses and suspects, the use of informants and the techniques of surveillance. Emphasis on the special techniques employed in particular kinds of investigation and the presentation of the police cases in court.

Prerequisites: ENG 101 *and* sophomore standing or above

PSC 216 Crime Mapping

3 HOURS, 3 CREDITS

The course covers both the theory and practice of Geographic Information Systems ("GIS") for law enforcement and public safety purposes, a technique known as "crime mapping." The class introduces the theoretical framework for the study of the ecology of public safety, or "crime and place," the descriptive and analytic procedures of crime mapping, and how spatial analysis is used in designing and implementing effective programs of crime prevention, problem solving and community policing.

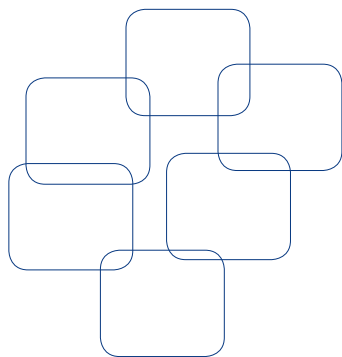
Prerequisites: ENG 102 or ENG 201, *and* CRJ 101 or ICJ 101. *Knowledge of Windows software is required.*

PSC 220 Survey of the Concepts of Operations Research (Same course as FIS 220 and MAT 220)

3 HOURS, 3 CREDITS

An introduction to operations research as it applies to model formulation in problems of management science, criminal justice, fire science and public service systems. Several topics will be surveyed from an elementary point of view in order to develop an appreciation and understanding of a quantitative approach to the resolution of management-oriented problems.

Prerequisites: ENG 101, *and* MAT 108 or MAT 141



PSC 223 Personnel Administration and Supervision

3 HOURS, 3 CREDITS

The essentials of personnel management and fundamentals of supervision and leadership as applied to administration. Consideration of supervisory problems with a police/security system. Application of labor relations to effective performance. Topics include discipline, motivation, training, job classification, salary standards and promotion.

Prerequisites: ENG 101 *and* one of the following: PSC 101, CRJ 101 or ICJ 101

PSC 227 Police Training Programs: Goals, Content and Administration

3 HOURS, 3 CREDITS

An examination and evaluation of various police training programs, both historical and current: goals, purposes, course content and teaching techniques of such programs. An examination of their organization, administration, financing, and relationship to police departments, universities, foundations, and city, state and federal agencies.

Prerequisites: ENG 101 *and* one of the following: PSC 101, CRJ 101 or ICJ 101

PSC 230 Sex Offenders in the Criminal Justice System (Same course as COR 230)

3 HOURS, 3 CREDITS

The aim of this course is to develop an understanding of the causes of sexual crimes and how sex offenders are dealt with throughout the criminal justice process. There is an analysis of the laws that relate to sex offenders and the cyclical nature of sex offender legislation. The course examines the difficulty of balancing rights of the offenders and rights of the community, and what forms of community protection are viable for these individuals. By the end of the course, students should have an understanding of sex offender typologies, types of treatment offered, laws and policies regarding sex crimes, and the likely future direction of legislation.

Prerequisites: ENG 101 *and* one of the following: COR 101, PSC 101, CRJ 101 or ICJ 101

PSC 235 Women in Policing

3 HOURS, 3 CREDITS

An analysis of the social and political forces that guided the evolution of women's role in policing from ancillary specialist to integrated member

of the police establishment. Role enhancement from “Police Matron” to “Policewoman” to “Police Officer” is studied against the backdrop of women’s reform movements. Title VII, Equal Opportunity Act of 1972 and Supreme Court rulings abolishing barriers to women in policing are examined. Study of women police in other countries, in state and federal agencies. Topics include female officers’ occupational role conflicts; performance on patrol; coping with physical and psychological stressors — male peer prejudice, jealous mates, favoritism, sexual harassment; women’s special attributes in policing; female detectives; the future, including the role of women in key policy-making decisions.

Prerequisites: ENG 101 *and* one of the following: PSC 101, CRJ 101 *or* ICJ 101

PSC 245 Community Policing

3 HOURS, 3 CREDITS

An overview of the major concepts and issues involved in what many consider to be a major fundamental shift in the approach and operations of modern policing. Topics include the origins, meaning, development, experiences and the record of community policing. Course also explores various assessments of the advantages and disadvantages of community policing.

Prerequisites: ENG 101 *and* one of the following: PSC 101, CRJ 101 *or* ICJ 101

PSC 250 Criminal Justice in Eastern Europe

3 HOURS, 3 CREDITS

This course examines in detail the criminal justice systems in various Eastern European countries including the police, defense and prosecuting attorneys, courts, corrections and juvenile justice systems. Comparisons of crime and criminality in various Eastern European countries will be discussed from economic, legal, moral and political points of view.

Prerequisite: ENG 101

PSC 271 Psychological Foundations of Police Work (Same course as PSY 271)

3 HOURS, 3 CREDITS

This course is designed to explore and apply psychological principles and practice to the varied police functions in present-day society. Some of the specific topics that will be discussed and critically examined are the unique psychological stresses of police work and their effect on the police officer, his family, and the public; identification and management of the

problem police officer; psychological stresses of command; psychology of crowds; riots and their effective control; the application of psychological principles to detective work. The interpersonal psychodynamics of the police with civilian complainants, victims, and violent, aggressive, assaultive individuals will be reviewed in depth.

Prerequisites: ENG 101, sophomore standing or above, *and* PSC 101 *or* PSY 101

PSC 301 The Police Manager

3 HOURS, 3 CREDITS

Consideration of contemporary management theory and practice in the context of the management of police organizations. The police organization as a dynamic social system. The behavioral and social skills required of the police manager to deal effectively with a rapidly changing community and cadre of police officers. Behavioral implications in the interaction between individuals and groups in the police organization and its processes; power, decision making, communicating and leadership in police organizations. Organizational development issues and future developments in police management.

Prerequisites: ENG 102 *or* ENG 201, *and* PSC 201

PSC 306 Police Work with Juveniles

3 HOURS, 3 CREDITS

The philosophy and methods of police programs for prevention and control of juvenile delinquency and youth crime. Emphasis on specific techniques and a consideration of the issues and problems to be resolved by police.

Prerequisite: ENG 102 *or* ENG 201

PSC 309 Comparative Police Systems

3 HOURS, 3 CREDITS

A study of selected police systems in other nations.

Prerequisites: ENG 102 *or* ENG 201, *and* PSC 201

PSC 315 An Economic Analysis of Crime (Same course as ECO 315)

3 HOURS, 3 CREDITS

Crimes with economic motivations are analyzed using the Economic Theory of Crime. Topics focus on urban problems including narcotics, illegal gambling, loan-sharking, labor racketeering and organized crime. Costs of crime and imprisonment are discussed. Strengths

and weaknesses of the Economic Theory of Crime are discussed from alternative points of view.

Prerequisites: ENG 102 or ENG 201, ECO 101 or ECO 102, *and* junior standing or above

PSC 340 Planning for Police Operations and Management

3 HOURS, 3 CREDITS

The planning process inherent in police operations and management including the fundamentals of planning. Long-term and short-term planning and tactical planning for contingent and non-contingent events, e.g., crime prevention and control, barricaded criminals, hostage situations, parades, demonstrations, civil disorders, natural and man made disasters, coordination of emergency forces at the scene of emergencies. Management planning for new program development, deployment and utilization of resources, reductions in force, management analysis, structural change and participative approaches to policing.

Prerequisites: ENG 102 or ENG 201, *and* PSC 201

PSC 350 Police Labor Relations

3 HOURS, 3 CREDITS

An in-depth examination of the essentials of police-municipal labor relations, including the history and structure of police unions, police-municipal collective bargaining concepts and problems, relevant labor law, Public Employees Relations Board Rulings and labor contract administration in a police setting.

Prerequisites: ENG 102 or ENG 201, *and* PSC 201

PSC 401 Seminar in Police Problems

3 HOURS, 3 CREDITS

An analysis of the major police problems from the viewpoints of both the administrator and the line operations officer.

Prerequisites: ENG 102 or ENG 201, senior standing, *and* majoring in Police Studies or Criminal Justice.

PSC 405 Organized Crime in America

3 HOURS, 3 CREDITS

A seminar on the origins, organization, function and control of organized crime.

Prerequisites: ENG 102 or ENG 201, senior standing, *and* majoring in Police Studies or Criminal Justice.

PSC 410 Independent Study

(Same course as COR 410, CRJ 410 and LAW 410)

3 HOURS, 3 CREDITS

A program of reading and reporting planned and carried out under the guidance of a faculty member. The topic, issue or area of student interest must concern a problem in criminal justice, constitutional or criminal law or procedure, corrections including probation and parole, or law enforcement.

Prerequisites: ENG 102 or ENG 201, *and* senior standing

PSC 415 Seminar on Terrorism

3 HOURS, 3 CREDITS

Historical perspectives and the current terrorist threat and challenge; major terrorist groups and their strategy, tactics and targets; limits on military and civil authority; jurisdictional issues; the roles of media, federal law enforcement and intelligence; anti- and counterterrorist operations and operational techniques; terrorist crisis command and control; logistics and support; planning and prevention; future trends and the role of women in terrorist groups and counterterrorist operations.

Prerequisites: ENG 102 or ENG 201, senior standing, *and* majoring in Police Studies or Criminal Justice.

PSYCHOLOGY

PSY 101 General Psychology I

3 HOURS, 3 CREDITS

A survey of human behavior with an emphasis on interpersonal processes. Subjects covered include personality and personality assessment; behavior pathology and treatment; behavioral aspects of motivation and emotion; social psychology; psychological research methods; applications of psychology.

PSY 110 Drug and Alcohol Use and Abuse in American Society

(Same course as ANT 110 and SOC 110)

3 HOURS, 3 CREDITS

An overview of drug substances and drug abuse. Topics covered include types and patterns of drug abuse with a focus on symptoms, causes,

treatment modalities and other related factors. Specific drug substances are discussed, along with resultant psychological and physiological effects. Attention is paid to legal, cultural and educational factors as they relate to drug abuse prevention. Consideration of the relationship between urban living and drug abuse.

PSY 129 The Psychology of the African-American Experience

(Same course as AAP 129)

3 HOURS, 3 CREDITS

Survey and critique of the major theoretical perspectives on African-American psychological development. Overview of the psychological experience of African Americans, particularly those responses that foster sound psychological functioning despite oppressive or distorting social feedback. Application of psychological concepts and principles to the African-American experience.

PSY 130 Effective Parenting

3 HOURS, 3 CREDITS

An examination of psychological approaches to parenting, organized by age periods covering the span of life from conception through the high school years. Topics studied include how caregivers help the child to develop major personality dimensions; adjusting to the demands of parenting; establishing healthy patterns; discipline; encouraging self-sufficiency; instilling moral values; play and education; single parenting; the effects of separation, divorce, death, and child abuse; and the management of aggression in children.

PSY 180 Stress Management

(Same course as PED 180)

3 HOURS, 3 CREDITS

This course will explain the sources and consequences of stress. Key theories and terminology will be discussed and evaluated. A variety of instruments, which measure stress levels among individuals will be demonstrated. Coping techniques enabling students to adjust to the demands of stress will be described and practiced.

PSY 200 General Psychology II

3 HOURS, 3 CREDITS

A continued survey of major topics in psychology. Subjects covered include learning and memory; motivation and emotion; sensation and

perception; experimental design; behavior genetics; languages, thinking and problem solving; and the history of psychology.

Prerequisites: ENG 101 *and* PSY 101

PSY 202 The Family: Change, Challenges and Crisis Intervention

(Same course as SOC 202)

3 HOURS, 3 CREDITS

This course will examine the family as a changing institution. Topics to be dealt with will include families throughout western history, families in different societies and cultures, maleness and femaleness, the nature of love, sexuality, being single and alone, dating and courtship, cohabitation, marriage, women and work roles, parenting, family stress and conflict, divorce and remarriage.

Prerequisites: ENG 101, SOC 101 *and* PSY 101

PSY 210 Sex and Culture

(Same course as ANT 210 and SOC 210)

3 HOURS, 3 CREDITS

Study of behavioral and psychological differences between males and females in the light of contemporary social science theories of social structure, social learning, and individual development. Emphasis on the examination of contemporary theoretical issues in cross-cultural perspective.

Prerequisites: English 101 *and* sophomore standing or above

PSY 213 Race and Ethnic Relations

(Same course as SOC 213)

3 HOURS, 3 CREDITS

An analysis of the problems and economic and social positions of minority groups in the United States. Power relationships among various public and private institutions, militant action organizations, service agency programs, etc., are explored in the light of their impact upon the administration of justice in slum communities, the role of minority group police officers, the community environment, and the people among whom law enforcement must operate. Interactions among historical and current social forces and institutions that influence group and individual behavior within urban ghetto communities are examined. New trends in inter-group relations, emergence of new minorities and American groups competing for program funding and services in the urban environment.

Prerequisites: ENG 101 *and* one of the following: SOC 101, PSY 101 or ANT 101

PSY 221 Social Psychology

3 HOURS, 3 CREDITS

A survey of the theories, research and findings related to the individual's functioning and behavior in society and society's effect on the individual. Among the major topics covered are socialization, social roles, group process, leadership, communication and language development, and attitude formation and change.

Prerequisites: ENG 101 *and* PSY 101

PSY 224 Death, Dying and Society: A Life Crises Management Issue

(Same course as ANT 224, PHI 224 and SOC 224)

3 HOURS, 3 CREDITS

Death and dying will be viewed from the perspectives of a variety of academic disciplines and applied fields. The course will deal with the dying process; the different cultural practices and beliefs related to this process; its impact on the individual and his or her family, particularly in the areas of grief, mourning and restructuring the family; and it will examine the ways different occupational groups are routinely involved with death and dying and the methods they evolve to manage it for others and cope with it themselves. The course will also explore different types of death, death at different periods in the life cycle, euthanasia, abortion and the ethical, religious existential issues related to death and dying. The course will be multidisciplinary.

Prerequisites: ENG 101 and an introductory course in sociology, psychology, anthropology, or philosophy

PSY 228 Psychology and Women

3 HOURS, 3 CREDITS

A detailed examination of theories of feminine experience, personality and behavior, the development of gender identity and of sex-typed characteristics and abilities, with emphasis on processes and on the critical evaluation of research. The interrelations among anatomy, physiology and psychology will be examined, and the psychology of women will be compared to and placed within the larger framework of contemporary psychological thinking. Implications for therapy will also be covered.

Prerequisites: ENG 101, *and* PSY 101 *or* SOC 101

PSY 231 Child Psychology

3 HOURS, 3 CREDITS

The psychological development of the child through infancy and childhood. Topics will include motor, cognitive, emotional and social development as these are influenced by genetic, individual and cultural factors.

Prerequisites: ENG 101 *and* PSY 101

PSY 232 Psychology of Adolescence and the Adolescent Offender

3 HOURS, 3 CREDITS

Theories of adolescent psychosexual, psychosocial, cognitive and biological development will be presented. The application of these theories and issues to understand delinquency and drug abuse during adolescence will be discussed along with the reading of the pertinent psychological literature in these areas. Case studies and psychological treatment methods will be considered.

Prerequisites: ENG 101 *and* PSY 101

PSY 234 Psychology of Human Sexuality

3 HOURS, 3 CREDITS

This course is designed to explore the evolution of human sexual behavior, contemporary sexual modes and disorders of sexual expression from a psychodynamic point of view. Developmental factors instrumental in shaping human sexual behavior, including family dynamics, early learning and psychosocial pressures at various stages of development are discussed. Disorders of sexual behavior are reviewed, as well as contemporary treatment methods.

Prerequisites: ENG 101 *and* PSY 101

PSY 236 Group Dynamics

3 HOURS, 3 CREDITS

This course will focus primarily on the psychology of the small group. A combination of lectures and action-oriented activities (e.g., role playing) will be used to give students an understanding of group processes and to improve their skills as group members or leaders. The aim of the course is to provide an integration of group theory, research and applied methods. Topics covered include group development, group conflict, conflict resolution within groups, and an overview of group theory and human relations training groups.

Prerequisites: ENG 101 *and* PSY 101

PSY 240 Psychology of Oppression

(Same course as AAP 240)

3 HOURS, 3 CREDITS

A study of the origins of oppression and its psychological effects on various racial and ethnic groups. Comparative analysis of the responses of African Americans and other selected groups to oppression. Examination of the similarities and differences in patterns of adaptation to abuses of power and authority.

Prerequisites: ENG 101 *and* one of the following: AAP 129, PSY 101 *or* PSY 129

PSY 242 Abnormal Psychology

3 HOURS, 3 CREDITS

A survey of the causes, classification and treatment of abnormal behavior. The course examines topics such as reactions to stress and adjustment disorders, anxiety disorders, personality disorders, psychoses, alcohol and drug abuse, sexual disorders and sexual deviations, disorders of mood, behavioral disorders of adolescence and childhood, and the psychology of criminal behavior. Methods of assessment, including psychological testing and various approaches to treatment will also be considered.

Prerequisites: ENG 101 *and* PSY 101

PSY 243 Theories of Personality

3 HOURS, 3 CREDITS

Critical survey of modern approaches to the organization and development of personality. An attempt is made to integrate experimental, clinical, and cultural evidence, with some consideration of problems of personality adjustment.

Prerequisites: ENG 101 *and* PSY 101

PSY 255 Group Dynamics in Chemical

Dependency Counseling

3 HOURS, 3 CREDITS

Group counseling issues will be discussed that focus on treating chemical dependency. Differences between conventional group treatment, selection of group members, types of groups for chemical dependency treatment, facilitating group process, using groups to build motivation and other topics germane to treating the chemically dependent in groups will be discussed. Group dynamics in self-help groups and inpatient facilities will also be discussed. While this course is intended for Addiction Studies Program (ASP) students who are pursuing the Credential in Alcoholism

and Substance Abuse Counseling (CASAC), psychology and human services students with an interest in group process for treating chemical dependency are invited to enroll.

Prerequisites: ENG 101 *and* one of the following: PSY 110, ANT 110, SOC 110, PSY 266 *or* PSY 242

PSY 266 The Psychology of Alcoholism and Substance Abuse

3 HOURS, 3 CREDITS

This course will explore the nature of alcoholism from the perspectives of clinical and social psychology. Topics will include patterns of alcohol use and abuse, the psychodynamics of alcoholism and basic principles of treatment and rehabilitation. The course will also consider related problems faced by family and friends of the drinking person.

Prerequisites: ENG 101 and PSY 101

PSY 268 Therapeutic Interventions in Chemical Dependency

3 HOURS, 3 CREDITS

This course focuses on a variety of therapeutic issues and counseling techniques involved in the treatment of alcoholism. Initial interviewing, diagnostic assessment, consultation with family members and development of a treatment plan are studied. Emphasis is placed on developing methods for maintaining a therapeutic alliance and dealing with acting out and resistance. Technical problems in interviewing, leading groups and working with families are explored through the use of case material and role playing methods.

Prerequisites: ENG 101 *and* PSY 101

**PSY 271 Psychological Foundations of Police Work
(Same course as PSC 271)**

3 HOURS, 3 CREDITS

This course is designed to explore and apply psychological principles and practice to the varied police functions in present-day society. Some of the specific topics that will be discussed and critically examined are: the unique psychological stresses of police work and their effect on the police officer, his family and the public; identification and management of the problem police officer; psychological stresses of command; psychology of crowds; riots and their effective control; the application of psychological principles to detective work. The interpersonal psychodynamics of the police with civilian complainants, victims and violent, aggressive

individuals will be reviewed in depth.

Prerequisites: ENG 101, sophomore standing or above, **and** PSY 101 or PSC 101, **or** permission of the section instructor.

PSY 272 Correctional Psychology

3 HOURS, 3 CREDITS

Explores the major psychological themes and problems in rehabilitating the offender. Issues investigated will include the functions of the correctional psychologist; the efficacy of behavior modification and other treatment modalities; training and supervision of paraprofessionals in correctional settings; sexuality in prison; community-based corrections; prisoner classifications and assessment; prison violence; and the future of correctional psychology.

Prerequisites: ENG 101 **and** PSY 101

PSY 275 Family Conflict and the Family Court

3 HOURS, 3 CREDITS

The interest of the Family Court in essentially “psychological” problems, which the Family Court consistently faces and the role of the psychologist in the Family Court. The course will focus on such problems as custody disputes following separation or divorce, foster care and adoption, children unwanted by their families, school truancy and other status offenses, delinquent youth and the application of rapid intervention techniques in the Family Court context.

Prerequisites: ENG 101 **and** PSY 101

PSY 310 Culture and Personality

(Same course as ANT 310 and SOC 310)

3 HOURS, 3 CREDITS

The factors in, and the effect of, cultural conditioning on the biological foundations of personality. A study, on a cross-cultural basis, of the conditioning factors of child care and training, group value attitudes, practices, and culture forms, with reference to basic personality formation.

Prerequisites: ENG 102 or ENG 201, junior standing or above, **and** one of the following: PSY 101, ANT 101 or SOC 101

PSY 311 Experimental Psychology

6 HOURS, 4 CREDITS

Application of the experimental method to the analysis of behavioral phenomena in human beings and animals. Design and execution of

experiments in conditioning, learning, perception, motivation, conflict. Selected personality problems.

Prerequisites: ENG 102 or ENG 201, PSY 101, PSY 200, **and** STA 250

PSY 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling

(Same course as CSL 331)

3 HOURS, 3 CREDITS

This course will focus on assessment of addictive disorders, and clinical evaluation of substance and alcohol abusers. Application of assessment and clinical evaluation findings will be made to treatment planning, case management, discharge planning and clinical record keeping. These assessment and evaluation methods and findings will be applied to chemical dependency counseling techniques. While this course is intended for Addiction Studies Program (ASP) students, who are pursuing the Credential in Alcoholism and Substance Abuse Counseling (CASAC), other students with an interest in assessment and clinical evaluation in chemical dependency are invited to enroll.

Prerequisites: ENG 102 or ENG 201, **and** PSY 266 **and** PSY 268

PSY 342 Introduction to Counseling Psychology

(Same course as CSL 342)

3 HOURS, 3 CREDITS

Provides a theoretical survey of the field of counseling. Major emphasis is on such topics as ethical considerations, the intake interview, counselor roles and client roles, goals of counseling, referrals and liaisons in community, vocational counseling tests and instruments used in the counseling process, academic counseling and research on the counseling process. Differences between counseling and psychotherapy are discussed. Field trips to various counseling centers are arranged.

Prerequisites: ENG 102 or ENG 201, PSY 242 **and** PSY 243

PSY 343 Psychology of Dreams

3 HOURS, 3 CREDITS

A basic course dealing with the theoretical and research aspects of dreams and the psychology of the dream process. Lectures, discussions and readings focus on the use of dreams in psychotherapy, understanding unconscious communication in dreams and recent developments in dream interpretation.

Prerequisites: ENG 102 or ENG 201, **and** PSY 242 or PSY 243

PSY 350 Advanced Topics in Chemical Dependency Counseling

(Same course as CSL 350)

3 HOURS, 3 CREDITS

This course provides instruction in specific counseling concepts and skills focused upon alcoholism and substance abuse counseling. Students learn about client assessment, treatment planning, case management, clinical record keeping, discharge planning, counseling roles and settings, family and community education, and vocational counseling.

Prerequisites: ENG 102 or ENG 201, *and* PSY 266, PSY 268 *and* PSY 331/CSL 331

PSY 370 Psychology and the Law
(Same course as LAW 370)

3 HOURS, 3 CREDITS

A critical examination of the relationships between the legal system and psychological theory, research and practice. Topics include civil commitment, the rights of mental patients, standards of legal competence, psychological testimony, predictions of dangerousness, the insanity defense, child custody disputes and ethical issues in psychology and the law.

Prerequisites: ENG 102 or ENG 201, PSY 101, *and* PSY 242 or LAW 203

PSY 372 Psychology of Criminal Behavior

3 HOURS, 3 CREDITS

A study of the psychological bases and dynamics of criminal behavior. Topics to be discussed include the "antisocial personality," the psychopath, psychosis and crime, alcoholism and drug abuse, the adolescent offender, the female offender, "sex" offenders and white collar crime. The varying ways in which the criminal justice system processes, treats and affects the different types of offenders will also be discussed.

Prerequisites: ENG 102 or ENG 201, *and* PSY 242 or permission of the section instructor

PSY 378-379 Fieldwork in Forensic Psychology

HOURS TO BE ARRANGED. EACH COURSE: 3 CREDITS

Supervised experience assisting psychologists in their assessment, management and treatment functions. Students will work in an applied institutional setting, such as a prison, special treatment clinic, hospital, or rehabilitation setting. Training will include interviewing and taking case histories, observation, staff and case conferences.

Prerequisites: ENG 102 or ENG 201, PSY 242, *and* majoring in Forensic Psychology

PSY 410 Independent Study

3 HOURS, 3 CREDITS

A program of reading and reporting planned and carried out under the guidance of a faculty member. Concerned with a selected topic, issue, or area of interest in anthropology, psychology, or sociology.

Prerequisites: 12 credits in psychology, *and* permission of the chairperson of the department and the section instructor

PSY 421 Forensic Social and Experimental Psychology

3 HOURS, 3 CREDITS

This course critically examines selected areas in social and experimental forensic psychology. Students will gain an in-depth knowledge of topics focusing on individual behavior and perceptions (such as eye-witness, child witness, or expert witness testimony) and topics focusing on group behavior (such as jury selection and decision making.) Students will read original research articles and will explore current debates in the field relating to research questions, research methods and ethical issues in research.

Prerequisites: ENG 102 or ENG 201, PSY 311, *and* PSY 370

PSY 442 Key Concepts in Psychotherapy

3 HOURS, 3 CREDITS

This course will examine the process of psychotherapy from the standpoint of central issues. Various theoretical approaches will be considered. There will be case illustrations from the experience of the instructor, who will be a practicing clinical psychologist.

Prerequisites: ENG 102 or ENG 201, senior standing, PSY 242 *and* PSY 243, or permission of the section instructor

PSY 445 Culture, Psychopathology and Healing
(Formerly PSY 345)

(Same course as ANT 445)

3 HOURS, 3 CREDITS

This course will study and compare models of mental illness and treatment within Western cultures, non-Western cultures and migrating populations. Cultural notions of mental illness and healing and applicability of Western models of psychopathology, psychiatry and psychotherapy to other cultures will be considered. The evolving role of Western psychology and psychiatry within the context of globalization of health care systems will be addressed. Topics will include self and culture; emotions and culture; cross-cultural diagnosis; psychotherapists,

traditional healers and shamans; the immigrant as psychiatric patient; the politics of psychiatry in world health.

Prerequisites: ENG 102 or ENG 201, PSY 242, **and** junior standing or above

**PSY 450 Majors Works in Deviance and Social Control
(Same course as ANT 450 and SOC 450)**

3 HOURS, 3 CREDITS

The study of major writings on deviance and social control of 20th-century anthropologists, psychologists and sociologists who made seminal contributions to the contemporary understanding of the subject. The course, a seminar, will include selected writings of such theorists as Ruth Benedict, Emile Durkheim, Sigmund Freud, Bronislaw Malinowski, Robert K. Merton and Thomas Szasz.

Prerequisites: ENG 102 or ENG 201, senior standing, **and** majoring in Deviant Behavior and Social Control

PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System

3 HOURS, 3 CREDITS

Advanced analysis of criminal behavior and various problems confronting the criminal justice system from a psychological perspective. Topics include the psychological assessment of offenders and the psychosocial assessment of various components of the criminal justice system. Ethical issues in the assessment and rehabilitation of offenders, and in researching psycholegal issues will also be considered. Case studies and student presentations will be emphasized.

Prerequisites: ENG 102 or ENG 201, PSY 242, **and** PSY 370 or PSY 372

**PSY 477 Advanced Seminar in Youth, the Family and Criminal Justice
(Same course as SOC 477)**

3 HOURS, 3 CREDITS

Examination of selected topics related to the interactions among the family, childhood and adolescence, and the criminal justice system. Specific topics chosen for discussion may include the childhood roots of criminal behavior, juvenile delinquency, intra-familial violence, victimization of children and adolescents and the role of the Family Court.

Prerequisites: ENG 102 or ENG 201, senior standing, majoring in Forensic Psychology or Criminology, **and** PSY 232 or SOC 309, or permission of the section instructor

PSY 480 Ethical and Professional Issues in Chemical Dependency Counseling

3 HOURS, 3 CREDITS

The professional role and special ethical responsibilities of the chemical dependency counselor will be discussed. The need for professional ethics, continuing education and developing cooperative relationships with professional colleagues, the ethical canon for counselors, legal considerations, including confidentiality and reporting requirements for chemical dependency counselors, will be covered. Ethical dilemmas will be discussed in order to help the student develop a method for making ethical decisions. Although this course is intended for advanced Addiction Studies Program (ASP) students, who are pursuing the Credential In Alcoholism and Substance Abuse Counseling (CASAC), other students with an interest in ethical issues in psychology and human services are invited to enroll.

Prerequisites: ENG 102 or ENG 201, **and** prerequisite **or** co-requisite PSY 350/CSL 350

**PUBLIC ADMINISTRATION
(Department of Public Management)**

PAD 240 Introduction to Public Administration

3 HOURS, 3 CREDITS

Introductory course treating the concepts and relationships involved in the execution of public policy. The relationship of the administrative process to clientele groups, the public, legislative bodies, the executive and the courts. Theory and description of administrative organization. Review of the salient features of recent reports on reorganization, fiscal administration, personnel management and management improvements.

Prerequisites: ENG 101 **and** one of the following: ANT 101, ECO 101, GOV 101, PSY 101 or SOC 101

PAD 241 Computer Applications in Public Administration

3 HOURS, 3 CREDITS

An examination of the uses of computers as aids to public administration, and a survey of the basic knowledge, which a manager should possess to work effectively with computers. Topics of examination include trends in computer technology as they affect management, organizational impacts, employee development, computers and management styles and techniques,

productivity improvement with computers, selection and use of software packages, selection and use of hardware systems, and management applications such as simulation and database management.

Prerequisites: ENG 101 *and* PAD 240

PAD 260 International Public Administration

3 HOURS, 3 CREDITS

Review of the institutions, processes and policy issues associated with the administration of international organizations and the implementation of international agreements. Focus on the development of functional and regional international organizations in the context of international legal, political and economic structure, and the administrative processes and structures that are associated with such organizations. Comparison of structures and styles of public management in other nations and cultures.

Prerequisites: ENG 101, *and* ECO 101 or ECO 102

PAD 314 Productivity

3 HOURS, 3 CREDITS

This course offers a range of techniques for improving the efficiency and effectiveness of public sector services. It devotes particular attention to measurement, labor-management cooperation, politics of productivity, employee incentives (monetary and non-monetary) and improvement programs in specific areas such as police, corrections, human services, etc. Cases are extensively utilized.

Prerequisites: ENG 102 or ENG 201, *and* PAD 240

PAD 340 Planning

3 HOURS, 3 CREDITS

Analysis of the techniques of planning, decision making and implementation of change in the public sector. Evaluation of methods available for identifying needs, managing short- and long-term plans, monitoring change in a systematic way. Emphasis on planning as an administrative tool in a democratic/political environment.

Prerequisites: ENG 102 or ENG 201, *and* PAD 240

PAD 343 Administration of Financial Resources

3 HOURS, 3 CREDITS

Examination of the managerial and political aspects of budgetary cycles and processes in the public sector. Budget planning, preparation, presentation, authorization, administration and control, alternative and

innovative approaches to public budgeting, budgetary roles and role relationships.

Prerequisites: ENG 102 or ENG 201, *and* PAD 240

PAD 346 Administration of Personnel Resources

3 HOURS, 3 CREDITS

This course will provide the student with an understanding of the history, development, and evolving philosophy of public sector personnel management, as well as an introduction to specific techniques necessary for the management of personnel resources. Among the issues to be examined are recruitment, selection and training of personnel, affirmative action, labor-management relations and the role of a manager in public sector organizations.

Prerequisites: ENG 102 or ENG 201, *and* PAD 240

PAD 348 Justice Planning and Policy Analysis

3 HOURS, 3 CREDITS

Review of techniques of planning, decision making and implementation of change in the justice system. Survey of methods available for identifying needs, managing short and long term plans, and systematically monitoring change. Overview of problem areas involving the interface between discrete components of the justice system.

Prerequisites: ENG 102 or ENG 201, CRJ 101, *and* PAD 241

PAD 358 Comparative Public Administration

3 HOURS, 3 CREDITS

A comparative analysis of administrative processes and institutions in selected foreign countries. This course will explore similarities and contrasts in administration and program policy as they relate to political, social, economic and cultural factors in the societies studied, with special emphasis on developmental administration.

Prerequisites: ENG 102 or ENG 201, *and* PAD 240

PAD 360 Court Administration

3 HOURS, 3 CREDITS

Study of court management from institutional, behavioral and process perspectives. Emphasis on court structure, jurisdiction and inherent power; governmental relations affecting managerial control, judicial concerns and constraints on management; the allocation and utilization of court workers and on other resources and the role of the court executive.

Prerequisites: ENG 102 or ENG 201, *and* PAD 240

PAD 390 Selected Topics in Public Administration

3 HOURS, 3 CREDITS

Intensive study of a topic to be announced.

Prerequisites: ENG 102 or ENG 201, and PAD 240

PAD 400 Quantitative Problems in Public Administration

3 HOURS, 3 CREDITS

The principles and techniques of operations research will be applied to field problems and cases. Students will develop quantitative models, consider the organizational and management implications of the models, and develop management and implementation studies.

Note: This course is offered only as a distance learning course.

Prerequisites: ENG 102 or ENG 201, MAT 220, and any 300-level public administration course.

PAD 402-403 Seminar and Internship in

New York City Government

(Same course as GOV 402-403)

6 HOURS, 6 CREDITS

Students work for a city agency or political figure for at least 12 to 16 hours a week and meet once a week in a seminar to discuss the politics and policy making of the New York City government. The seminar meets once a month at The City University Graduate Center with students who are in similar programs at other senior colleges of the University to attend symposia offered by New York City officials or political figures and to participate in subsequent discussion. Placement in city agencies is arranged by the instructor in consultation with the individual student. A student currently employed by a city agency may satisfy this internship requirement through such employment. A work-study student may fulfill all or part of the work requirement through this internship.

Prerequisites: ENG 102 or ENG 201, senior standing, and majoring in Government, Judicial Studies or Public Administration, *or* permission of the section instructor

PAD 404 Practicum in Public Administration

3 HOURS, 3 CREDITS

Supervised work experience for students in city, state, federal, or international agencies, based on a project with a defined work-product. Initial development of a project proposal, approved by both the course professor and the field supervisor, appropriate to the student's major, and including a literature review of the topic. Participation in weekly

classroom meetings and seminars supplements the work experience.

Prerequisites: ENG 102 or ENG 201, senior standing, *and* PAD 241 or PAD 400

PAD 420 Contemporary Administration and the Judiciary

(Same course as LAW 420)

3 HOURS, 3 CREDITS

Study of emerging trends and issues in the administration of the courts, and the emerging role of the judiciary in the administration of programs in the public and private sectors. Examination of the literature of traditional court administration, as well as from areas of judicial intervention, such as corrections, school desegregation, mental health and foster care. Review of the history of judicial approaches to the administrative process, with focus on the forms of intervention and the substantive issues raised.

Prerequisites: ENG 102 or ENG 201, and PAD 360

PAD 440 Problems in Public Administration

3 HOURS, 3 CREDITS

Seminar in selected problems for public administration. Case studies of current issues in public-sector management. Analysis of managerial techniques and strategies against a background of organization theory, behavioral motivation, administrative history and political change.

Prerequisites: ENG 102 or ENG 201, senior standing, and PAD 240

PAD 445 Seminar in Justice Administration and Planning

3 HOURS, 3 CREDITS

Seminar in selected problems involved in planning and administration of programs and agencies involved in criminal justice. Students examine actual and simulated cases involving the development and implementation of criminal justice policy. Cases require the analysis of management technique and policy strategy in the context of theory and practice in public administration and criminal justice.

Prerequisite: ENG 102 or ENG 201, and PAD 348

Puerto Rican/Latin American Studies

(Department of Latin American and Latina/o Studies)

PLA 145 Puerto Rican Culture and Folklore

3 HOURS, 3 CREDITS

A study of the emergence of a national culture and folklore. The Taino, Spanish and African contributions to the Puerto Rican personality and character. Emphasis on the impact of the culture of the United States on Puerto Rico and the resulting conflicts. The search for a Puerto Rican identity in the United States.

PLG 242 U.S. Foreign Policy in Latin America

(Same course as GOV 242 and HIS 242)

3 HOURS, 3 CREDITS

U.S. economic and political relations with Latin American countries during the 19th and 20th centuries. U.S. reactions to reform and revolutionary movements. The ideological framework of U.S. foreign policy.

Prerequisites: ENG 101, and GOV 101 *or* permission of the section instructor

PLH 104 History of Puerto Rico

(Same course as HIS 104)

3 HOURS, 3 CREDITS

A broad history of Puerto Rico from its beginnings to the present. Major emphasis will be given to the political, economic and social developments, with some attention to cultural themes.

PLH 166 History of the Caribbean Islands

(Same course as HIS 166)

3 HOURS, 3 CREDITS

A broad survey of the history of the Caribbean Island nations and territories from the beginnings of European colonization until the present. Particular attention will be given to the economic and social aspects of the evolution, and to the problems of unity and diversity.

PLH 260 History of Contemporary Cuba

(Same course as HIS 260)

3 HOURS, 3 CREDITS

This course will trace Cuban history, from the War of Independence of

1868, through the establishment of the Republic, up to and including the Revolution of 1959. The revolutionary period will be the main focus of the course.

Prerequisites: ENG 101, and sophomore standing or above, *or* permission of the section instructor

PLH 261 Revolution and Social Change in Contemporary Latin America

(Same course as HIS 261)

3 HOURS, 3 CREDITS

Analysis of political and socioeconomic development, emphasizing major approaches to social change in the 20th century. Topics covered are class structures, demographic patterns, economic dependence, democratic liberal reform, neoimperialism, the Mexican Revolution, the Cuban Revolution and new trends of the last decade. A comparative, inter-American perspective, drawing on other relevant disciplines, is used.

Prerequisites: ENG 101, and sophomore standing or above, *or* permission of the section instructor



PLH 263 African Heritage in the Caribbean

(Same course as AAH 263 and HIS 263)

3 HOURS, 3 CREDITS

This course examines the social and political forces in the contemporary Caribbean. The course will focus on the following: the legacy of slavery, plantation society and underdevelopment, democracy, capitalism and socialism, race, class and ethnic conflict.

Prerequisites: ENG 101, and sophomore standing or above, *or* permission of the section instructor

PLH 265 Class, Race and Family in Latin American History

(Same course as HIS 265)

3 HOURS, 3 CREDITS

Class structure, slavery, race relations and the organization of the family will be examined in the colonial and neocolonial eras of Latin American history. A comparative approach, emphasizing urban and rural situations and economic change, will be stressed.

Prerequisite: Sophomore standing or above, *or* permission of the section instructor

PLH 267 History of Caribbean Migrations to the United States

(Same course as AAH 267 and HIS 267)

3 HOURS, 3 CREDITS

A comparative study of the most significant aspects of Caribbean migrations to the United States during the 20th century. Emphasis on the political, economic and social framework of the migration process. Special attention will be given to the contemporary situations of the Haitian, Hispanic and West Indian communities in the United States.

Prerequisites: ENG 101, and sophomore standing or above or permission of the section instructor

PLI 489 Independent Study and Research

3 HOURS, 3 CREDITS

Independent investigations by students whose topics have been approved. Students have regular conferences with the faculty member.

Prerequisites: ENG 102 or 201 and senior standing or permission of the section instructor

PLJ 220 Human Rights and Law in Latin America

3 HOURS, 3 CREDITS

A comparative study of human rights policies, procedures, legislation and practices in Latin American countries. The impact of international and national conventions, bills and laws on the present observance of these rights. Inquiry into morality, social justice, social and professional ethics. *This course can be taken to satisfy requirements for the International Criminal Justice major.*

Prerequisites: ENG 101, and sophomore standing or above or permission of the section instructor

PLJ 230 Comparative Perspectives on Crime in the Caribbean

(Same course as AAJ 230)

3 HOURS, 3 CREDITS

This course will examine crime in the Caribbean, with a particular focus on the differences and similarities among the Spanish, English, and Dutch-speaking nations of the Caribbean region. The course will study the trends and crime in the Caribbean from a comparative perspective, and the methods employed by various individual nations to help diminish crime and delinquency. The specific topics to be studied include political crime and offenses, political corruption, drug dealing and trafficking, juvenile delinquency, domestic violence and sexual assault in the Caribbean. *This course can be taken to satisfy requirements for the International Criminal Justice major.*

Prerequisite: ENG 101

PLJ 250 Drugs, Crime and Law in Latin America

3 HOURS, 3 CREDITS

This course explores the problems facing Latin America in relation to drugs and crime. The course focuses on the conditions giving rise to crime, drug trafficking and drug addiction in Latin America. It offers a basic understanding of international legal and human rights standards and law enforcement efforts that apply in addressing the issues of drugs and crime. Particular emphasis is placed on hemispheric strategies to combat drug use and narcotics trafficking. *This course can be taken to satisfy requirements for the International Criminal Justice major.*

Prerequisites: ENG 101, and sophomore standing or above or permission of the section instructor

PLJ 322 Civil Rights and Civil Liberties in the Urban Latina/o Communities

3 HOURS, 3 CREDITS

Analysis of the Bill of Rights and civil rights legislation on issues of discrimination in housing, employment, education, welfare, prisons, immigration and ethnicity/race affecting Latinas/os. *This course can be taken to satisfy requirements for the International Criminal Justice major.*
Prerequisites: ENG 102 or ENG 201, and junior standing or above or permission of the section instructor

PLJ 325 The Latina/o Experience of Criminal Justice

3 HOURS, 3 CREDITS

The study of how the criminal justice system serves and shapes Latinas/os, especially those who are processed by it. The analysis of the interaction that ethnicity has with the system and its effects upon those who are involved with it.
Prerequisites: ENG 102 or ENG 201, and junior standing or above or permission of the section instructor

PLL 107 Puerto Rican Literature: Criminal Justice Themes in Poetry and Drama

3 HOURS, 3 CREDITS

A survey of the criminal justice themes as reflected in Puerto Rican poetry and drama. In addition to aesthetic values, subjects like the following will be discussed: concepts and attitudes toward crime among Puerto Ricans; personal and social causes of the crimes attributed to Puerto Ricans. The factors that influence the image and attitudes of the Puerto Rican toward the police, courts and law enforcement agencies; the physical and moral consequences of imprisonment. Puerto Rican poets and playwrights in the United States such as Pedro Pietri, Victor Hernandez Cruz and Miguel Pinero will be included.
Prerequisite: An understanding of spoken Spanish is required

PLL 108 Puerto Rican Literature: Criminal Justice Themes in the Essay, Short Story and Novel

3 HOURS, 3 CREDITS

The study of Puerto Rican literature as a mode for understanding the cultural, social and economic matrix of crime and punishment. Insights about the Puerto Rican law offender and gang member will be traced through the study of literary works by Puerto Ricans in the United States, such as Piri Thomas and Humberto Cintron.
Prerequisite: An understanding of spoken Spanish is required

**PLL 217 Latina/o Theater in the USA
(Same course as SPA 217 and DRA 217)**

3 HOURS, 3 CREDITS

This course exposes students to the major acting techniques and styles from the wide spectrum of Latina/o dramaturgy in the United States. Special attention is given to how the creative and literary components of each text contribute to typically Latina/o forms of acting and how these reflect the unique social and political experience of being Latina/o in the United States. The course combines discussion of the specific texts and acting styles with an examination of both the creative and literary components. Course requirements include reading of selected plays in English, performance of scenes in class and students' performance of their own works to be showcased at the end of the semester.
Prerequisites: ENG 101 and sophomore standing or above

**PLM 110 Popular Musics of the Caribbean
(Same course as MUS 110)**

3 HOURS, 3 CREDITS

A survey of the major popular music styles of the Caribbean, including salsa, reggae, soca, and other genres, exploring their social contexts, historical origins and relation to indigenous folk music. The important role of New York City as a center for Caribbean music will also be examined.

PLS 241 The Puerto Rican Latina/o Experience in Urban United States Settings

3 HOURS, 3 CREDITS

This course seeks to analyze the sociological, economic and political experience of Puerto Ricans in the United States. Its emphasis is the study of legislation, policies and practice with regard to the Puerto Rican immigration/migration. Areas of research and examination are education, welfare, housing, employment, church, political parties, movements and the legal system.
Prerequisites: ENG 101, and sophomore standing or above, *or* permission of the section instructor

PLS 245 Dominican Society and Identity

3 HOURS, 3 CREDITS

Introduction to historical, economic, political and social processes, which have contributed to the development of Dominican culture. Factors

contributing to immigration, settlement patterns and social adaptation in the United States will be explored.

Prerequisites: ENG 101 and sophomore standing or above, *or* permission of the section instructor

PLS 255 The Latin American Woman

3 HOURS, 3 CREDITS

A socio-historical study of the Latin American woman's struggle for equality. Her roles in present Latin American societies are studied in relationship to her family, education, employment, political parties, movements and the legal system.

Prerequisites: ENG 101, and sophomore standing or above, *or* permission of the section instructor

PLS 290 Special Topics

3 HOURS, 3 CREDITS

The study of a significant topic of general interest to be either announced or chosen by the instructor and students.

Prerequisites: ENG 101, and sophomore standing or above, *or* permission of the section instructor



PLS 321 Puerto Rican/Latina/o Community Fieldwork

6 HOURS: 2 HOURS LECTURE, 4 HOURS FIELDWORK; 4 CREDITS

Community organization theory as it applies to the Puerto Rican communities in the United States. The study of Puerto Rican groups, agencies, organizations and movements. Students perform supervised community service and/or study one of the following areas: 1) work with community groups, agencies, organizations and movements organized to solve specific community problems; and 2) work in governmental rehabilitation and adjustment projects.

Prerequisites: ENG 102 or ENG 201, and PLS 241

PLS 401 Seminar in Latina/o Issues: Gender, Race, Ethnicity and the Legal System

3 HOURS, 3 CREDITS

A senior seminar that will explore Hispanic issues through an in-depth study of areas including crime, race and ethnic disparities, gender, language and culture, policing, courts and Latina/o litigants, urban politics, immigration laws and policies; legal representation, administrative policy and interest groups, and criminal justice themes in literature; analysis and evaluation of aspects most relevant to Latina/o communities.

Prerequisites: ENG 102 or ENG 201, and senior standing, *or* permission of the section instructor

RELIGION

(Department of Philosophy)

REL 101 Western Religions

3 HOURS, 3 CREDITS

The course examines the doctrines and development of the Western religions: Judaism, Christianity and Islam. Historical and literary criticism applied to sacred texts.

REL 102 Eastern Religions

3 HOURS, 3 CREDITS

Examination of the doctrines and development of Eastern religions: Hinduism, Jainism, Buddhism, Confucianism and Taoism. Historical and literary criticism applied to sacred texts.

RUSSIAN

(Department of Foreign Languages and Literatures)

RUS 101 Introductory Russian I

3 HOURS, 3 CREDITS

A basic course in the Russian language with an emphasis on oral and written communication, reading, and the customs and cultures of Russian-speaking countries.

No credit will be given for RUS 101 if taken after the completion of RUS 102. Ten hours of laboratory are required during the semester.

RUS 102 Introductory Russian II

3 HOURS, 3 CREDITS

This course will enable the student to speak, comprehend, read and write Russian on a basic level. Ten hours of laboratory are required during the semester.

Prerequisite: RUS 101

RUS 113 Russian for Heritage Speakers I

3 HOURS, 3 CREDITS

Russian for Heritage Speakers I is an elementary foreign language course that is designed for those students who need to fulfill their language requirement but have previous knowledge of Russian. This course is perfect for heritage speakers who have basic knowledge of the language and some speaking abilities but lack the grammatical background. The class will concentrate on improving reading and writing skills as well as communication. Ten laboratory hours will be required during the semester.

RUS 114 Russian for Heritage Speakers II

3 HOURS, 3 CREDITS

Russian for Heritage Speakers II is the second semester of a basic language course designed for students with previous exposure to the language. In this semester the class will further enhance their writing skills, by writing historical and cultural information essays on Russia. Students will also expand their knowledge of grammar, with a focus on verbal constructions and collocations. Students will read selections from classical literature in addition to practicing grammar and writing. Ten laboratory hours will be required during the semester.

Prerequisite: RUS 113

RUS 201 Intermediate Reading in Russian

3 HOURS, 3 CREDITS

Intermediate Reading in Russian is designed to acquaint students with classical literary texts of the 19th century, Russian Golden Age. The main focus is on building both active and passive vocabularies in Russian. Through reading, discussing, and writing about 19th-century Russian classical short stories, students become better readers and users of the Russian language. They also become familiar with main literary tendencies, history, culture, and social values of Russian society.

Prerequisite: One year of basic Russian (RUS 101-102 or RUS 113-114)

RUS 202 Intermediate Russian Conversation and Grammar

3 HOURS, 3 CREDITS

Intermediate Russian Conversation and Grammar is designed to enhance students' comprehension, speaking and writing in Russian. The main focus is on building students' active vocabulary and systematizing grammar skills for communication purposes. A text that illustrates certain grammar phenomena serves as the basis for each lesson. A number of after-the-text exercises help students make the transition from passive recognition of these phenomena to their active use in speech. Grammar theory and practice is subservient to the main objective of this course, enhancement of oral comprehension and expression in every-day situations. This course is designed to raise students' speaking abilities from beginner's level to an intermediate level.

Prerequisite: One year of basic Russian (RUS 101-102 or RUS 113-114)

RUS 210 Russian Legal Translation I

3 HOURS, 3 CREDITS

Russian Legal Translation I is an introduction to the task of translating between two different legal systems with emphasis on translation from Russian into English. The course includes a comparative study of legal terminology currently used in the U.S. and in Russian-speaking countries. Exercises include the analysis and translation of a variety of documents illustrating major tasks of a legal translator. Legal style, terminology and specialized reference materials are also discussed.

Prerequisites: ENG 102 or ENG 201, and RUS 102 or RUS 114

RUS 211 Russian Legal Translation II

3 HOURS, 3 CREDITS

Russian Legal Translation II is a complement to Russian Legal Translation I but with emphasis on translation from English into Russian. The course includes a comparative study of legal terminology currently

used in the U.S. and in Russian-speaking countries. Exercises include the analysis and translation of a variety of documents illustrating major tasks of a legal translator. Legal style, terminology and specialized reference materials are also discussed.

Prerequisites: ENG 102 or ENG 201, and RUS 102 or RUS 114

RUS 239 Russia through Film

3 HOURS, 3 CREDITS

Russia through Film is designed to acquaint students with the history, culture and social values of Russian society as they are portrayed in Russian cinematography of the 20th century. In the multifaceted Russian culture, film is one of the most dynamic and responsive forms of art, providing a means of understanding the nation. Students will be introduced to the wide range of landmark films by major filmmakers, from the silent movies of Einstein to the modern works by Mikhalkov. Students will be provided with the tools to understand the meaning, structure and language of film. They will learn the terminology of cinematography. Overall emphasis will be on the ways in which elements of traditional Russian culture, moral values and national character are given voice through film.

Prerequisite: ENG 101

RUS 325 Justice in Russian Literature

3 HOURS, 3 CREDITS

Justice in Russian Literature is designed to acquaint students with the interplay between law and justice in Russian literature of the 19 century. Russian literature has always been deeply rooted in Russian history and culture, and frequently served as a means of understanding the nation. Overall emphasis will be on the ways in which elements of traditional Russian culture, moral values and national character are given voice through works of literary prose. The focal point of discussion will be the interconnection between literary theories, poetic practices, social history of literature, cultural history and literary interpretations.

Prerequisite: ENG 102 or ENG 201

RUS 344 Survey of Russian Culture

3 HOURS, 3 CREDITS

This course, taught in English, provides exposure to Russian culture from the medieval times to 1941, as reflected in art and literature. Major emphasis will be placed on geographic, social, artistic, spiritual and political forces in the Russian culture. Students will be introduced to prominent Russian achievements in painting, music, architecture,

literature, religion, folk tradition and socio-political movements.

The course provides many valuable insights into the life and attitudes of Russians today. Class discussions will be supplemented by frequent art, video and music presentations.

Prerequisite: ENG 102 or ENG 201

RUS 412 Seminar in Russian Drama

3 HOURS, 3 CREDITS

This course is designed to acquaint students with the influence of Russian drama of the 19th and 20th centuries on the development of Russian and world literatures. Seminar in Russian Drama is a literary course taught in English. Traditionally, Russian drama has been a powerful tool in satirizing society and human vices. Dramatic works reflect social changes faster and more acutely than other literary works. Russian drama as an integral part of Russian literature has always been deeply rooted in Russian history and culture. It frequently serves as a means of understanding the nation. Overall emphasis will be on the ways in which elements of traditional Russian culture, moral values, and national character are given voice through dramatic works. The focal point of discussions will be the interconnection between cultural history and its literary interpretations.

Prerequisites: ENG 102 or ENG 201, and LIT 230 or LIT 231 or LIT 232 or LIT 233 or RUS 325

SECURITY

(Department of Law, Police Science and Criminal Justice Administration)

SEC 101 Introduction to Security

3 HOURS, 3 CREDITS

An introduction to the historical, philosophical and legal basis of the security field. Overview of school and campus security, hospital security, housing security, etc. Security organizations, their policies and personnel are evaluated. Emphasis is placed on creating security awareness, relations with other organizations and security's place in the corporate structure.

Prerequisite: Eligibility to enroll in ENG 101

SEC 210 Methods of Security

3 HOURS, 3 CREDITS

Methods and techniques used to prevent and reduce losses due to theft and casualty. Consideration of the security survey; communication and surveillance systems; control of personnel and visitors; the use,

supervision, and training of security forces; handling civil disturbances in public buildings; and other emergencies.

Prerequisites: ENG 101, sophomore standing or above, *and* SEC 101

SEC 211 Security Management

3 HOURS, 3 CREDITS

The organization of the security function and its administration will be emphasized. Selection, education, training, seminars and workshops for security personnel will be examined including techniques for gaining acceptance for new security programs. Contracting or leasing vs. direct supervision and outright purchase of security services and equipment will be compared. Problems in allocation, communications, assignment and span of control will be presented.

Prerequisites: ENG 101 and SEC 101

SEC 270 Security of Computers and Their Data

(Same course as MAT 270)

3 HOURS, 3 CREDITS

Methods that have been used in the past to steal with the aid of the computer will be examined. Case studies will be used. Methods of detecting computer fraud and physically protecting the computer and EDP systems will be stressed.

Prerequisites: ENG 101 and one introductory course in computing or the equivalent.

SEC 310 Emergency Planning

3 HOURS, 3 CREDITS

This course provides a survey of the management issues posed by emergencies of all kinds, such as bomb threats, earthquakes, explosions, labor disputes and oil spills. Issues such as risk analysis, standards, counter-measures and emergency public relations will be studied, along with case histories.

Prerequisite: ENG 102 or ENG 201

SEC 405 Seminar in Security Problems

3 HOURS, 3 CREDITS

A professional seminar on major security problems in the private, public and institutional sectors. Legal liability and its control will be emphasized. Students will either analyze an existing or plan an original security program.

Prerequisites: ENG 102 or ENG 201, senior standing, and majoring in Security Management, *or* permission of the section instructor.

SEEK

Note: The courses here are open only to SEEK students.

COMS 102 Basic Communication Skills II

3 HOURS, 1 CREDIT

This course is designed for entering freshmen who scored between 33-35 on the Reading Assessment Test and for continuing students who have completed COM 101 and need more instruction in reading comprehension as well as instruction in how to read critically in order to comprehend textbooks, editorials and essays. Use of the library for research will be an integral part of this course.

COMS 103 Basic Communication Skills III

3 HOURS, 3 CREDITS

This course is equivalent to COM 110 and is designed for students who scored at the maximum cut-off point on the assessment exams. Comprehension and learning strategies at the college level are stressed. Emphasis will be placed upon problem solving, organization, note taking and critical reading. Library reading and core course content will be required using the thematic approach to learning.

ENGS 093 Introduction to Written English I

4 HOURS, 0 CREDITS

Intensive teaching of basic writing, grammar and sentence structure. Two hours per week is recommended for mandatory tutoring.

ENGS 094 Introduction to Written English II

4 HOURS, 1 CREDIT

This course introduces students to the elements of writing. This course will require intensive review of sentence structure and standard English usage. Techniques of paragraph development are emphasized. At least one hour per week of tutoring is required.

ENGS 095 Writing and Research Skills

3 HOURS, 3 CREDITS

This course is equivalent to ENG 101. The course offers the fundamentals of composition including sentence and paragraph development, dictation and style. Students will examine essay structure and development. There will be assigned themes including such rhetorical forms as description, comparison and contrast, cause and effect, argumentation. This course will require incorporation of quoted material in essays, selective readings

of multicultural nature and the use of the critical inquiry approach. ENGS 095/ENG 101 is a prerequisite for all courses at the 200-level.

FRC 101 SEEK Freshman Colloquium

3 HOURS, 3 CREDITS

FRC 101 is a course designed to provide a meaningful framework for helping students view the interrelationships between the variety of disciplines students will meet in a general liberal arts core. Further, the course is designed to allow students to critically analyze the social, cultural and personal factors that influence their academic progress.

The course content emphasizes the use of written and oral expression in the critical investigation of the higher education degree requirements, related to both specific and general career goals. This course includes the study of self-awareness, problem solving and decision making techniques in clarifying goals for good academic performance and selection of a career. Class sessions are devoted to enhancing learning skills and strategies for note taking and lecture comprehension.

MATS 095 Introduction to Basic Mathematical Skills

4 HOURS, 0 CREDITS

A review of the fundamentals of arithmetic and an introduction to elementary algebraic operations. Manipulative skills are stressed. The course contains a specially designed recitation component whose purpose is to re-enforce the computational techniques presented in class.

SPES 115 Patterns of Communication

3 HOURS LECTURE, 1 HOUR LABORATORY; 3 CREDITS

This course offers an intensive exploration of methods used to present ideas in interpersonal communication; students develop organizational skills, logic and self-confidence, while improving verbal performance and understanding the use of cultural gestures. Students will develop articulation skills through the practice of voice and proper diction. There will also be an in-depth study of speech organization as it relates to the improvement of language skills. Students will be introduced to public speaking, theory and practices.

SOCIAL SCIENCE RESEARCH

(Department of Sociology)

SSC 325 Research Methods in the Behavioral Sciences

3 HOURS, 3 CREDITS

An introduction to the major research methods in the behavioral sciences, to include survey, experimental and field research. The logic, design and execution of the research process are considered, with concern for elementary analysis of data. (Registration is through the Department of Sociology.)

Prerequisites: ENG 102 or ENG 201, PSY 101 or SOC 101, *and* junior standing or above.

SOCIOLOGY

SOC 101 Introductory Sociology: Sociological Analysis

3 HOURS, 3 CREDITS

The study of modern society: social groups, social organization, process of interaction, social disorganization and change. Such topics as deviant behavior, social control, ethnic and class relations, culture and personality, and urbanization are considered.

SOC 110 Drug and Alcohol Use and Abuse in American Society

(Same course as ANT 110 and PSY 110)

3 HOURS, 3 CREDITS

An overview of drug substances and drug abuse. Topics covered include types and patterns of drug abuse, with a focus on symptoms, causes, treatment modalities, and other related factors. Specific drug substances are discussed, along with resultant psychological and physiological effects. Attention is paid to legal, cultural and educational factors as they relate to drug abuse prevention. Consideration of the relationship between urban living and drug abuse.

SOC 160 Social Aspects of Alcohol Abuse

3 HOURS, 3 CREDITS

History and functions of alcohol use in Western cultures. Distinction between use and abuse. Extent of problem drinking in the U.S. The bar phenomena and prohibitionism. Theories of alcohol use and abuse. Social costs of and societal responses to problem drinking.

SOC 161 Chemical Dependency and the Dysfunctional Family

3 HOURS, 3 CREDITS

This course examines the way alcoholism and drug abuse begin with a family, how they affect family life, the different types of family treatment offered, and the difficult process of recovery. Comparisons will be made between alcoholic and drug abusing families, and families suffering from other types of difficulties. Role playing, family sculpting and other experimental approaches will be used to aid in teaching.

SOC 201 Urban Sociology: The Study of City Life

3 HOURS, 3 CREDITS

Explores what the earliest cities were like, and how urban life has changed over the centuries; what forces guided the evolution of cities into centers of industry, commerce, finance, recreation, entertainment, higher education and media communications; why cities face problems of inadequate mass transit, congestion, housing decay, pollution, crime and fiscal bankruptcy; how city life shapes personalities and attitudes and influences lifestyles and life chances; what solutions have been proposed for urban problems; and how different everyday life will be in the city of the future.

Prerequisites: ENG 101 and SOC 101

SOC 202 The Family: Change, Challenges and Crisis Intervention

(Same course as PSY 202)

3 HOURS, 3 CREDITS

This course will examine the family as a changing institution. Topics to be dealt with will include families throughout Western history, families in different societies and cultures, maleness and femaleness, the nature of love, sexuality, being single and alone, dating and courtship, cohabitation, marriage, women and work roles, parenting, family stress and conflict, divorce and remarriage.

Prerequisites: ENG 101, SOC 101, and PSY 101

SOC 203 Criminology

3 HOURS, 3 CREDITS

The nature and causation of crime. Approaches to the study of crime and its treatment and prevention. The sociology of criminal law. The nature of criminal behavior; theories and research.

Prerequisites: ENG 101 and SOC 101

SOC 206 The Sociology of Conflict and Dispute Resolution

3 HOURS, 3 CREDITS

Focuses on why there are struggles over income, property and power on the interpersonal, community, national and international levels. Examines the causes of disputes, the difficulties that arise in resolving them, the alternative methods for settling them (conciliation, mediation, arbitration, adjudication) and the advantages of peaceful resolution.

Prerequisites: ENG 101 and SOC 101

SOC 209 Sociology of Work and Jobs

3 HOURS, 3 CREDITS

Explores the importance of work as a major source of individual and group identity, income, lifestyle and influence; how people find jobs, why they choose a particular line of work, why they stay or leave; the different occupations, the pay, prestige, privileges, power and satisfactions they bring; the rise and development of trade unions and professional organizations; how most work has become routinized, impersonal, narrowly limited, yet highly specialized; and on-the-job problems of absence, turnover, boredom, sabotage and stealing.

Prerequisites: ENG 101 and SOC 101



SOC 210 Sex and Culture**(Same course as ANT 210 and PSY 210)**

3 HOURS, 3 CREDITS

Study of behavior and psychological differences between males and females in the light of contemporary social science theories of social structure, social learning, and individual development. Emphasis on the examination of contemporary theoretical issues in cross-cultural perspective.

Prerequisite: ENG 101 and sophomore standing or above

SOC 213 Race and Ethnic Relations**(Same course as PSY 213)**

3 HOURS, 3 CREDITS

An analysis of the problems and economic and social positions of minority groups in the United States. Power relationships among various public and private institutions, militant action organizations, service agency programs, etc., are explored in the light of their impact upon the administration of justice in urban ghetto communities, the role of minority group police officers, the community environment and the people among whom law enforcement must operate. Interactions among historical and current social forces and institutions that influence group and individual behavior within urban ghetto communities are examined. New trends in inter-group relations, emergence of new minorities and American groups contesting for program funding and services in the urban environment.

Prerequisites: ENG 101 and one of the following: SOC 101, PSY 101 or ANT 101

SOC 215 Social Control and Gender: Women in American Society

3 HOURS, 3 CREDITS

The effects of various systems of social control on women in American society. The systematic impact of race, ethnicity, informal and formal sources of social control of women, ranging from traditional family sex roles to the treatment of women by courts and prisons, health care institutions and schools. Examination of organized efforts by women to change both their social roles and organized institutions.

Prerequisites: ENG 101 and one of the following: SOC 101, PSY 101 or ANT 101

SOC 216 Probation and Parole: Principles and Practices

3 HOURS, 3 CREDITS

Administrative organization and management in the probation and parole systems. Recruitment, training, assignment and supervision of probation/parole officers.

Prerequisites: ENG 101 and SOC 101

SOC 222 Sociology of Mass Communication

3 HOURS, 3 CREDITS

Special emphasis will be placed on the relationship between mass communications and the criminal justice system. This course will focus on the rise of mass media, its institutionalization and its socioeconomic context. Students will utilize techniques of "content analysis" to assess the image of the police, courts, criminals, prisons, etc., as presented in the media. The social-psychological process through which such messages shape and influence public attitudes will be explored. A highlight of this course will be several in-depth interviews with distinguished members of the mass media and criminal justice communities.

Prerequisites: ENG 101 and SOC 101

SOC 224 Death, Dying and Society: A Life Crises Management Issue**(Same course as ANT 224, PHI 224 and PSY 224)**

3 HOURS, 3 CREDITS

Death and dying will be viewed from the perspectives of a variety of academic disciplines and applied fields. The course will deal with the dying process: the different cultural practices and beliefs related to this process; its impact on the individual and his or her family particularly in the areas of grief, mourning and restructuring of the family; and it will examine the ways different occupational groups are routinely involved with death and dying and the methods they evolve to manage it for others and cope with it themselves. The course will also explore different types of death, death at different periods in the life cycle, euthanasia, abortion and ethical, religious existential issues related to death and dying. The course will be multidisciplinary.

Prerequisites: ENG 101 and an introductory course in sociology, anthropology, philosophy, or psychology

SOC 232 Social Stratification

3 HOURS, 3 CREDITS

This course reveals that there are social classes in America as well as individuals and groups; how all societies have classes within them; how different interests cause conflicts between the classes; how members of various classes have different attitudes and life styles; how class differences influence personality, sexual behavior, job preferences, health, criminal activity and treatment by the justice system; and what patterns and trends exist for individual and group mobility up and down the social ladder.

Prerequisites: ENG 101 and SOC 101

SOC 236 Victimology

(Same course as CRJ 236)

3 HOURS, 3 CREDITS

This course focuses on the victims rather than the offenders: why they have been “rediscovered” recently, why they often do not report crimes to the police, how some victims might share responsibility for the crimes with the offenders, how they can be repaid for their losses through offender restitution and government compensation; and what new services are available to help victims prevent crime and survive attacks.

Prerequisites: ENG 101 and CRJ 101 or ICJ 101

SOC 240 Social Deviance

3 HOURS, 3 CREDITS

Analysis of the manner in which societies come to define certain behaviors as deviant. Particular attention will be paid to the social and cultural processes of social disorganization and conflict, civil disorder and violence, crime, mental illness, suicide, addiction and sexual deviance. Selected theories of deviance will be critically examined.

Prerequisites: ENG 101 and SOC 101

SOC 278 Political Sociology

(Same course as GOV 278)

3 HOURS, 3 CREDITS

This course analyzes the sources of power in society, the goals of elites and ruling classes, the attitudes of people toward authority, the impact of political decisions on everyday life, why voters support certain candidates and feel strongly about certain issues, whether polls measure or shape public opinion, why political violence occurs and how new technologies will influence the future balance of democratic vs. dictatorial tendencies.

Prerequisites: ENG 101, and GOV 101 or SOC 101

SOC 290 Selected Topics in Sociology

3 hours, 3 credits

Intensive study of a topic to be announced.

Prerequisites: ENG 101, SOC 101 and permission of the instructor.

SOC 301 Penology

3 HOURS, 3 CREDITS

Programs for the social treatment of criminals. The police system and criminal procedure. The penal and reformatory institutions in their physical, educational and social aspects. Probation and parole problems. A survey of theories and practices in penology.

Prerequisites: ENG 102 or ENG 201, and SOC 203

SOC 302 Social Problems

3 HOURS, 3 CREDITS

This course surveys how undesirable social conditions like poverty, inequality, racism, sexism, corruption, pollution and overpopulation come to be defined or ignored as social problems. Reviews the wide variety of possible solutions to these social problems proposed by different interest groups and social movements.

Prerequisites: ENG 102 or ENG 201, SOC 101, and junior standing or above

SOC 305 The Sociology of Law

3 HOURS, 3 CREDITS

An understanding of the place of legal systems within social systems from the perspective of social theory. Systems of jurisprudence, both civil and criminal, will be explored for their social meaning and use as instruments of social control. Manifest and latent functions in the administration of justice, the interactions of lawyers, police, prosecutors and judges as well as their relations with the public will be studied.

Prerequisites: ENG 102 or ENG 201, SOC 101, and junior standing or above

SOC 308 The Sociology of Violence

3 HOURS, 3 CREDITS

This course examines the changes in the methods, patterns and meanings of violence. Special attention is paid to individual and collective violence in the streets, in schools, at home, within the media, by the police, by terrorists and by the military. The major theories explaining the causes of

violence, and important research about attitudes toward violence and the use of force to bring about change are reviewed.

Prerequisites: ENG 102 or ENG 201, SOC 101, and junior standing or above

SOC 309 Juvenile Delinquency

3 HOURS, 3 CREDITS

Sociological, psychological and biological factors in juvenile delinquency. A survey of theories of juvenile delinquency. Modern trends in prevention and treatment.

Prerequisites: ENG 102 or ENG 201, SOC 101, and junior standing or above

SOC 310 Culture and Personality

(Same course as ANT 310 and PSY 310)

3 HOURS, 3 CREDITS

The factors in, and the effects of, cultural conditioning on the biological foundations of personality. A study, on a cross-cultural basis, of the conditioning factors of child care and training, group value attitudes, practices and culture forms, with reference to basic personality formation.

Prerequisites: ENG 102 or ENG 201, junior standing or above, and one of the following: ANT 101, PSY 101 or SOC 101

SOC 314 Theories of Social Order

3 HOURS, 3 CREDITS

Consideration of the main contributions of sociological theorists since the 19th century toward an understanding of the conditions under which stable social orders are established and sustained. Views as diverse as those of Marx, Weber, Durkheim and Parsons will be considered. Topics include issues concerning value consensus, institutions, mechanisms of social control, political and economic power, class stratification and bureaucracy.

Prerequisites: ENG 102 or ENG 201, SOC 101, and junior standing or above

SOC 333 Gender Issues in International Criminal Justice

3 HOURS, 3 CREDITS

This course will examine the role of gender in crime and criminal justice and will cover the following topics from a cross-cultural comparative perspective: 1) *women as offenders*, including the range of offenses, their seriousness, and changes in the nature; 2) *women as victims*, including

abused women, rape victims, and women forced into prostitution; 3) *women as social control agents/professionals in the criminal justice systems* (as attorneys, police officers, correctional officers, etc.).

Prerequisites: ENG 102 or ENG 201, junior standing or above, and one of the following: SOC 101, CRJ 101 or ICJ 101

SOC 335 Migration and Crime

3 HOURS, 3 CREDITS

This course asks what changes take place when a population moves from a rural to an urban area, from one country to another and from a pre-industrial to an industrial society. Theories of the links of migration with crime and entrepreneurship are tested for both past and current immigrant groups. The sub-economies and subcultures that immigrants create are also considered.

Prerequisites: ENG 102 or ENG 201, SOC 101 and junior standing or above

SOC 341 International Criminology

3 HOURS, 3 CREDITS

This course analyzes the nature and causation of international and transnational crime and examines issues in the globalization of crime, including terrorism, money laundering, drug trafficking and weapons dealing, among others. Using data from international crime and victimization surveys, this course will also explore patterns, trends and rates of crime and delinquency, and will discuss the variety of sociological, demographic and economic explanations.

Prerequisites: ENG 102 or ENG 201, and SOC 101

SOC 351 Crime and Delinquency in Asia

3 HOURS, 3 CREDITS

This course focuses on the nature and extent of crime and delinquency and the social context in which crime occurs in Asian countries. Comparisons of crime and delinquency in various Asian nations will be made with reference to economic development and the social status of women and children. Special topics such as dowry murders in India, Yakuza gangs in Japan and Chinese triads will be discussed.

Prerequisites: ENG 102 or ENG 201, junior standing or above, and SOC 101 or ICJ 101

SOC 360 Corporate and White Collar Crime

(Same course as ECO 360)

3 HOURS, 3 CREDITS

In examining crimes committed by corporations and organizations, as well as individuals in the course of their occupation, this course explores how such crimes are socially defined, who commits them, who is victimized by them, which social contexts promote them, and how society responds to them. The economic, social and political costs of corporate and white-collar crime are compared to street crime. Other topics include embezzlement, fraud and theft that occurs within enterprises, underground economic activity; criminal violation of antitrust and environmental laws, security, fiduciary, and market crimes; and corrupt relationships between business and government. Members of either the economics or sociology faculties teach this course with varying emphasis on the above topics.

Prerequisite: ENG 102 or ENG 201, junior standing or above, SOC 203, and one course in economics

SOC 380 Sociology Laboratory in Dispute Resolution

Skill Building

3 HOURS, 3 CREDITS

The techniques and the skills of dispute resolution; primary focus on mediation and minimal attention to arbitration. Students are introduced to the strategies and tactics of negotiations, with special emphasis on mediation as an extension of the negotiation process in the resolution of interpersonal and community disputes.

Prerequisites: ENG 102 or ENG 201, and SOC 206

SOC 381 Internship in Dispute Resolution

10 HOURS PER WEEK, 3 CREDITS

Students are placed in appropriate settings to enhance their dispute resolution skills and techniques.

Prerequisite: SOC 380

SOC 401 Problems of Minority Groups - Seminar

3 HOURS, 3 CREDITS

This course reviews theories about the causes of racism; investigates how minority groups face discrimination in schooling, housing, jobs; and looks into the controversy over whether there is a dual system (or double standard) of justice.

Prerequisites: ENG 102 or ENG 201, and senior standing

SOC 410 Independent Study

3 HOURS, 3 CREDITS

A program of reading and reporting planned and carried out under the guidance of a faculty member. Concerned with a selected topic, issue, or area of interest in sociology, anthropology, or psychology.

Prerequisites: ENG 102 or ENG 201, and 12 credits in sociology or permission of the department and the section instructor

SOC 420 Women and Crime

(Same course as CRJ 420)

3 HOURS, 3 CREDITS

A seminar to explore in depth three aspects of the relationship between women and crime: 1) *women as offenders*, including the range, intensity, and growing nature of female criminality; 2) *women as victims of crime*, including abused women, rape victims and the victimization aspects of prostitution; 3) *women as social control agents*.

Prerequisites: ENG 102 or ENG 201, SOC 101, senior standing, CRJ 101, ICJ 101, or PSC 101, *or* permission of the section instructor

SOC 430-431 Criminology Research Internship

STUDENTS WILL SPEND EIGHT HOURS PER WEEK FOR A TOTAL OF 96 HOURS PER SEMESTER IN THE FIELD AND 15 HOURS PER SEMESTER IN SEMINARS. 3 CREDITS

Supervised field experience as a research assistant. Students assist in research conducted by criminal justice agencies or on academic research projects. Training includes practical application of research skills such as data collection and interviewing. Through the College Internship Office, placement is arranged by the Criminology major coordinator in consultation with the student.

Prerequisites: ENG 102 or ENG 201, admission to the honors track of the Criminology major, and completion of both SSC 325 and STA 250, *or* completion of one with concurrent enrollment in the other during the first semester of the internship

SOC 435 Current Controversies in Alcoholism and Substance Abuse

3 HOURS, 3 CREDITS

This seminar will focus on recurring social controversies in alcohol and substance abuse. It will examine the societal impact of public policy in these areas upon law enforcement, health care, organized crime, civil liberties and social norms. The course will be of great value to persons working in these areas in obtaining the information and perspectives

needed to be sensitive to bureaucratic and socio-political considerations.

Prerequisites: ENG 102 or ENG 201, SOC 260, and SOC 110/ANT 110/PSY 110, *or* permission of the instructor. For Criminal Justice majors: 6-9 credits in the alcohol and substance abuse concentration.

SOC 440 Senior Seminar (Criminology)

3 HOURS, 3 CREDITS

An examination of selected issues and problems — theoretical and empirical — that are important to contemporary criminology.

The instructor will select these issues after consultation with members of the seminar.

Prerequisites: ENG 102 or ENG 201, senior standing, and SOC 203

SOC 450 Majors Works in Deviance and Social Control (Same course as ANT 450 and PSY 450)

3 HOURS, 3 CREDITS

The study of major writings on deviance and social control of 20th-century anthropologists, psychologists, and sociologists who made seminal contributions to the contemporary understanding of the subject. The course, a seminar, will include selected writings of such theorists as Ruth Benedict, Emile Durkheim, Sigmund Freud, Bronislaw Malinowski, Robert K. Merton, and Thomas Szasz.

Prerequisites: ENG 102 or ENG 201, senior standing, and majoring in Deviant Behavior and Social Control

SOC 477 Advanced Seminar in Youth, the Family and Criminal Justice (Same course as PSY 477)

3 HOURS, 3 CREDITS

Examination of selected topics related to the interactions among the family, childhood and adolescence, and the criminal justice system. Specific topics chosen for discussion may include the childhood roots of criminal behavior, juvenile delinquency, intra-familial violence, victimization of children and adolescents, and the role of the Family Court.

Prerequisites: ENG 102 or ENG 201, senior standing, majoring in Forensic Psychology or Criminology, and SOC 309 or PSY 232, *or* permission of the section instructor

SPANISH

(Department of Foreign Languages and Literatures)

SPA 101 Introductory Spanish I

3 HOURS, 3 CREDITS

A basic course in the Spanish language with an emphasis on oral and written communication, reading, vocabulary, and the customs and culture of Spanish-speaking countries.

Students who take SPA 101 cannot fulfill the 6-credit language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112 or an intermediate level course to satisfy the BA/BS requirements. Students cannot receive credit for SPA 101 if it is taken after SPA 102. Ten laboratory hours are required during the semester.

SPA 102 Introductory Spanish II

3 HOURS, 3 CREDITS

This course will enable the student to speak, comprehend, read and write Spanish on a basic level.

Students who take SPA 101 cannot fulfill the 6-credit language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112 or an intermediate level course to satisfy the BA/BS degree requirements. Ten laboratory hours are required during the semester.

Prerequisite: SPA 101 or placement examination

SPA 111 Introductory Spanish I for Bilingual Students

3 HOURS, 3 CREDITS

An elementary course for the student who has some speaking knowledge of Spanish but who needs practice in reading and writing. No credit will be given for SPA 111 if taken after the completion of SPA 112.

Students who take SPA 101 cannot fulfill the 6-credit language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112 or an intermediate level course to satisfy the BA/BS degree requirements.

SPA 112 Introductory Spanish II for Bilingual Students

3 HOURS, 3 CREDITS

This course will enable the bilingual student to read and write proficiently in Spanish.

Prerequisite: SPA 111 or placement examination

SPA 115 Practical Spanish I

3 HOURS, 3 CREDITS

Basic principles of a beginner's course (monolingual track) geared toward law enforcement personnel. It is designed to give the foundation for understanding, speaking, reading and writing the target language. Special emphasis on vocabulary and linguistic structures necessary to policing and related professions.

No credit for SPA 115 unless SPA 116 is completed.

SPA 116 Practical Spanish II

3 HOURS, 3 CREDITS

The second half of a beginner's course for law enforcement personnel. Completes the grammar and vocabulary of Spanish 115, as necessary to policing and related professions.

Prerequisite: SPA 115, or permission of the instructor

SPA 201-202 Intermediate Conversational Spanish for Non-Hispanic Students

3 HOURS, 3 CREDITS

Emphasis on conversation and reading of modern prose. Either term may be taken separately.

Prerequisites: ENG 101, and successful completion of SPA 102, *or* three years of high school Spanish and the third year Regents examination

SPA 207 The Spanish-American Experience

3 HOURS, 3 CREDITS

Reading, discussion and analysis in English of selected masterpieces in Spanish-American literature. The development of an independent American conscience through the struggle and search for self-determination and self-expression. Course content is selected from topics such as the impact of conquest and colonization, myth and reality, man vs. nature, literature and revolution in such authors as Cortes, Azuela, Borges, Garcia Marquez, Rulfo and others. Students with a reading knowledge of Spanish are encouraged to read all materials in the original.

Prerequisite: ENG 102 or ENG 201, *or* permission of the section instructor

SPA 208 The Theme of Justice in 20th-Century Spanish Literature

3 HOURS, 3 CREDITS

This course traces the theme of justice in 20-century Spanish literature. A variety of examples will be used in exploring this topic. Justice as seen

in the relationship of the individual and the state, person to person, man to the Divine, etc., will be viewed through the works of Max Aub, Camilo José Cela, Carmen Laforêt, Jacinto Benavente and other contemporary writers. The works will be read in English translation.

Prerequisites: ENG 101 and ENG 102 or ENG 201, *or* permission of the section instructor

SPA 211-212 Intermediate Conversational Spanish for Hispanic Students

3 HOURS, 3 CREDITS

Entirely in Spanish. Enrichment of vocabulary through reading of literary selections. Some emphasis on Hispanic culture in general. SPA 211 is offered in fall semesters; SPA 212 is offered in spring semesters.

Prerequisites: ENG 101, and successful completion of SPA 112, *or* three years of high school Spanish and the third year Regents examination

SPA 217 Latina/o Theatre in the USA (Same course as PLL 217 and DRA 217)

3 HOURS, 3 CREDITS

This course exposes students to the major acting techniques and styles from the wide spectrum of Latina/o dramaturgy in the United States. Special attention is given to how the creative and literary components of each text contribute to typically Latina/o forms of acting and how these reflect the unique social and political experience of being Latina/o in the United States. The course combines discussion of the specific texts and acting styles with an examination of both the creative and literary components. Course requirements include reading of selected plays in English, performance of scenes in class, and students' performance of their own works to be showcased at the end of the semester.

Prerequisites: ENG 101 and sophomore standing or above

SPA 230 Theory and Practice of Written Translation: Spanish to English

3 HOURS, 3 CREDITS

A basic course on the process of translation and the strategies that translators use to transform a text from one language into another. Extensive practice with a variety of representative passages from general, technical and literary language.

Prerequisite: ENG 101

SPA 250 Spanish for Criminal Investigation

3 HOURS, 3 CREDITS

An intermediate Spanish course for bilingual students who wish to incorporate the content and vocabulary of criminal justice and police science courses in order to develop their language skills in Spanish. They will accomplish this by reading the text and other materials provided, as well as translating them. There will be extensive practice in the interview process through role-play from English to Spanish.

Prerequisite: ENG 101

SPA 321 Introduction to Spanish Literature I

3 HOURS, 3 CREDITS

The development of Spanish literature, with special emphasis on major literary movements through selected readings of representative authors and genres. The beginnings (11th century) to 1700.

Prerequisites: ENG 102 or ENG 201, and SPA 202 or SPA 212 or permission of the instructor

SPA 322 Introduction to Spanish Literature II

3 HOURS, 3 CREDITS

The development of Spanish literature, with special emphasis on major literary movements through selected readings of representative authors and genres, from 1700 to the present.

Prerequisites: ENG 102 or ENG 201, and one of the following: SPA 202, SPA 212 or SPA 321, or permission of the instructor

SPA 331 Introduction to Latin-American Literature I

3 HOURS, 3 CREDITS

The development of Latin-American literature, with special emphasis on major literary movements through selected readings. From discovery and conquest to the 19th century.

Prerequisites: ENG 102 or ENG 201, and SPA 202 or SPA 212, or permission of the section instructor

SPA 332 Introduction to Latin-American Literature II

3 HOURS, 3 CREDITS

Study of the development of Latin-American literature, with special emphasis on major literary movements through selected readings of the modern period.

Prerequisites: ENG 102 or ENG 201, and one of the following: SPA 202, SPA 212 or SPA 331, or permission of the section instructor



SPEECH

(Department of Communication and Theatre Arts)

SPE 101 Speech Workshop

3 HOURS, 3 CREDITS

Voice and diction evaluation, theory and practice, with a focus on individual student needs. Certain sections will concentrate on the non-native speaker of English.

SPE 113 Speech Communication

3 HOURS, 3 CREDITS

Development of clear, confident and effective oral communication through instruction in both the theory and practice of voice and diction, oral interpretation, public speaking, and group discussion.

Prerequisite: Department of Communication and Theatre Arts screening and, if necessary, SPE 101

SPE 201 Argumentation and Debate

3 HOURS, 3 CREDITS

The function of argumentation as a mode of human communication; its origins, development techniques, purposes and the ethics of debate. Individual and team presentations.

Prerequisite: SPE 113

SPE 204 Group Discussion and Conference Techniques

3 HOURS, 3 CREDITS

The theoretical and practical aspects of group functioning. By involvement in various group situations, the student learns the procedures of reflective thinking, organizing, leading, and participating in private and public discussion.

Prerequisites: ENG 101 and SPE 113

SPE 213 The Impact of the Mass Media on the Administration of Justice

(Same course as LAW 213)

3 HOURS, 3 CREDITS

Examination of the role of the media — TV, radio, newspapers, and magazines — on the administration of justice. The influence of the media on the jury and the judge. The dangers of trial by newspaper and of TV in the courtroom. Is impartial justice possible? The British approach. Problems of free speech and press; “contempt by publication” rule; constitutional protections. Suggested guidelines for the media.

The psychological basis of audience response.

Prerequisites: ENG 101 and SPE 113

SPE 218 Managerial Communication

3 HOURS, 3 CREDITS

This course seeks to provide students with the skills to communicate in a managerial environment. Subjects such as interviewing, decision making, communication, bargaining, negotiation, crisis communication, media encounters and advanced presentational speaking will be covered through discussion and guided practice.

Prerequisites: ENG 101, SPE 113, and ENG 102 or ENG 201

SPE 240 Contemporary Media Forms

3 HOURS, 3 CREDITS

Analysis of video, film, audio and print media as they are used in contemporary communications, and the implications of this growing technology as it affects our lives. Includes guest speakers, screenings and field trips.

Prerequisites: ENG 101 and SPE 113

SPE 250 Persuasion

3 HOURS, 3 CREDITS

A study of theories and practical applications of persuasion as a communication process. Classical and contemporary literature will be used to explore elements of persuasion utilized in propaganda, advertising, politics, the media and interpersonal communication. The role of values, beliefs and attitudes, as well as the place of rhetorical proofs in the persuasive message will be examined. Students will have the opportunity to participate in various structured activities.

Prerequisite: SPE 113

SPE 285 Courtroom Communication

3 HOURS, 3 CREDITS

A course, which seeks the development of the highest levels of effective performance in oral communication, to enhance student understandings of courtroom advocacy and writing skills through trial simulation and written analysis. Among subjects covered are issues in jury selection, strategies and techniques in courtroom speech, direct and cross examination, issue analysis and language in the courtroom process.

Prerequisites: ENG 101, and SPE 113 *or* permission of the section instructor

Recommended: LAW 202

STATISTICS

STA 250 Principles and Methods of Statistics

3 HOURS, 3 CREDITS

Introduction to statistics as applied to the social sciences. Emphasis on the basic assumptions underlying statistical concepts and the role of statistics in the analysis and interpretation of data. Problems in frequency distribution, measures of location and variation, probability and sampling, tests of hypotheses and significance, linear regression and correlation, time series and index numbers. (Registration is through the Department of Psychology.)

Prerequisites: ENG 101, and MAT 108 or MAT 141

TOXICOLOGY

(Department of Sciences)

TOX 313 Toxicology of Environmental and Industrial Agents

3 HOURS, 3 CREDITS

An introduction to the principles of toxicology, distribution, metabolism and effects of toxic chemicals such as pesticides, metals, chemical carcinogens, air, water, and soil pollutants, radiation and industrial solvents. Hazardous waste and consumer products.

Prerequisites: ENG 102 or ENG 201, CHE 201-202

TOX 415 Forensic Pharmacology

9 HOURS: 3 HOURS LECTURE; 6 HOURS, LABORATORY; 4 CREDITS

The basic principles of pharmacology of drugs of abuse including cocaine, marijuana, sedatives, narcotics, stimulants, antidepressants, as well as chemicals such as alcohol, metals and designer drugs. Analysis of these chemicals and drugs in a variety of biological specimens using methods such as thin layer chromatography, gas chromatography, mass-spectrometry and immunoassays.

Prerequisites: ENG 102 or ENG 201, CHE 315, and CHE 320-321

TOX 416 Analytical Toxicology

9 HOURS: 3 HOURS LECTURE; 6 HOURS LABORATORY; 4 CREDITS

The use of modern analytical chemical methods for the analysis of toxic substances of clinical and forensic importance in such physiological substances as blood, urine, stomach contents and organ tissues.

Prerequisites: ENG 102 or ENG 201, CHE 315, and CHE 320-321



3

Minors, Programs And Certificate

MINORS

A minor is a course of study that allows undergraduates a second field of specialization. Minors are intended to encourage and officially acknowledge students' attainment of knowledge in more than one academic field, with the goal of broadening their education.

A minor requires 18-21 credits in a particular field different from the student's major. Because many majors are interdisciplinary at John Jay College, some overlap may occur between courses appearing in a major and a minor but this should be kept to a minimum. At least 50 percent of the credits in a minor must be taken at the College and at least two-thirds of the credits in a minor must be graded on an A through F basis. A minor shall be completely optional for students and cannot be required by an academic program. Minor requirements must be completed with an earned 2.0 (C) grade point average.

A student who wishes to pursue a minor must consult the minor advisor or chairperson of the appropriate department or program as early as possible. Students should declare minors by the time they have earned 75 credits by submitting a Declaration of Minor Form to One Stop. The form is available online at One Stop, <http://johnjay.jjay.cuny.edu/os/>. Be aware that some minors may have advanced enrollment requirements, specific procedures for completing the minor, or requirements and/or restrictions concerning grades and courses that may be used to fulfill the minor.

Upon completing a minor, students should see the minor advisor or department or program chairperson for their signature, certifying that the student has completed the minor. A form must then be submitted to One Stop. Completion of a minor is noted on the student's official transcript and will be conferred at the same time that the degree is conferred. Minors may not be conferred retroactively upon students who have already graduated.

ADDICTION STUDIES MINOR

See Addictions Studies Certificate Program section of this chapter

AFRICAN-AMERICAN STUDIES MINOR

See African-American Studies Program section of this chapter

ANTHROPOLOGY MINOR

Description. The minor in Anthropology provides students with exposure to the range of human variation across time and space and a comprehensive background in cross-cultural studies.

Rationale. A minor in Anthropology is excellent preparation for further study in any discipline that requires the ability to understand and deal with other cultures. Students are trained to integrate humanistic concerns with the cross-cultural perspective and analytic framework provided by anthropology. These skills will be particularly valuable for students planning careers in which an understanding of human behavior and cultural diversity is essential, including law enforcement, criminal justice, public policy, counseling, business, law and communications. Because of its breadth of outlook, anthropology also offers an ideal basis for those seeking a strong general education in an increasingly interdependent and multicultural world.

Requirements: The minor consists of 18 credits (six courses) chosen from the courses listed below:

Credits

Subtotal: 18

Anthropology 101 Introduction to Cultural Anthropology
 Anthropology 110 Drug Use and Abuse in American Society
 Anthropology 201 Culture Contact
 Anthropology 208 Cities and Culture
 Anthropology 210 Sex and Culture
 Anthropology 212 Applied Anthropology
 Anthropology 224 Death, Dying and Society:
 A Life Crises Management Issue
 Anthropology 230 Culture and Crime
 Anthropology 264 Anthropology and Alcohol Use
 Anthropology 310 Culture and Personality
 Anthropology 315 Systems of Law
 Anthropology 330 American Cultural Pluralism and the Law
 Anthropology 340 Anthropology and the Abnormal
 Anthropology 410 Independent Study
 Anthropology 450 Major Works in Deviant Behavior and Social Control

Total: 18

ART MINOR

(Department of Art and Music)

Description. The Art minor provides students with the opportunity to integrate art with other academic and research pursuits. It is designed for students to pursue studies in both studio art and art history with an integrated, mixed media approach. Students selecting the minor in Art are not necessarily pursuing careers as practicing professional artists and art historians. They are seeking a unique program of study where the visual arts provide opportunities to problem-solve creatively and efficiently.

Rationale. The program combined with other areas of study fosters an appreciation and understanding of the disciplines of art and design and its applications to one's self and environment.

Requirements: Students are required to take at least 18 credits (six courses) distributed evenly between studio art and art history courses.

Studio Art

Select three

Art 110 Ceramics Workshop
Art 111 Introduction to Drawing and Painting
Art 112 Design Foundations
Art 115 Introduction to Sculpture
Art 1XX Graphic Arts

Credits

Subtotal: 9

Art History

Select three

Art 101 Introduction to the Visual Arts
Art 102 American Art
Art 103 Renaissance Art
Art 105 Modern Art
Art 230 Issues in Art and Crime
Art 2XX Art and the Law

Subtotal: 9

Total: 18

CHEMISTRY MINOR

(Department of Sciences)

Description. Students who minor in Chemistry will learn fundamental introductory principles in general, organic and analytical chemistry. Individual course descriptions are provided under the course listings. The Chemistry minor has been established to allow students to pursue a concentration of 21 credits.

Rationale. The Chemistry minor is significant for students who wish to pursue the pre-health professions and major in another area. It is an important minor for students considering careers in which a full science major is not required, but college-level science experience is required.



Chemistry 103*-104 General Chemistry I and II

Chemistry 201-202 Organic Chemistry (1 year)

Chemistry 220 Quantitative Analysis

Credits

Subtotal: 9

Subtotal: 8

Subtotal: 4

Total: 21

Please note: These courses all have a laboratory component

* CHE 103 may also be satisfied by the equivalent sequence – CHE 191-192 or CHE 101-102. In addition, CHE 104 must be completed to satisfy the General Chemistry sequence.

COMPUTER SCIENCE MINOR

(Department of Mathematics and Computer Science)

Rationale. Computers are the future. By learning to use a computer, students are securing their tomorrows. Good computer skills will build self-confidence and increase students' marketability and competence in their chosen fields. Computers also allow users to work fast and efficiently with data and information in a way that no other devices do.

Requirements: The minor requires the completion of 18 credits (six courses) in computer courses offered by the Department of Mathematics and Computer Science. Two courses are required for all minors. Four additional courses must be selected in a particular specialization including Networking, Office Systems, Security and Computing Systems.

Credits

Subtotal: 6

Required

Mathematics 271 Introduction to Computing and Programming

Mathematics 272 Object-Oriented Programming

Specializations

Subtotal: 12

Select four from one category

Networking

Mathematics 277 Computers for Administrative Decision Making

Mathematics 279 Data Communications and the Internet

Mathematics 375 Operating Systems

Mathematics 379 Computer Networking

Office Systems

Mathematics 260 Data Processing

Mathematics 277 Computers for Administrative Decision Making

Mathematics 278 Software Applications for Office Management

Mathematics 279 Data Communications and the Internet

Security

Mathematics 270 Security of Computers and Their Data

Mathematics 279 Data Communications and the Internet

Mathematics 400 Quantitative Problems in Criminal Justice

Mathematics 470 Database Systems in Criminal Justice

Computing Systems

Mathematics 374 Programming Languages

Mathematics 375 Operating Systems

Mathematics 377 Computer Algorithms

Mathematics 400 Quantitative Problems in Criminal Justice

Total: 18

CORRECTIONS MINOR

(Department of Law, Police Science and Criminal Justice Administration)

Description. The Corrections minor exposes students to important concepts in corrections and promotes an understanding of the correctional environment. Minor courses also introduce students to all aspects of careers in corrections. Additionally, the minor aims to equip students with a better understanding of current social problems.

The Corrections minor combines a focus on classical theories of penology with developing ideas and approaches, as well as with contemporary strategies for dealing with offenders after they have been convicted and while awaiting trial. Emphasis is placed on helping students to become critical thinkers in general and about corrections in particular. A primary goal of the minor is to help students focus on the end process of the criminal justice system by helping them understand the nature and consequences of processing offenders through the system. Students will be exposed to such important topics as incarceration, community supervision, treatment of offenders, rehabilitation and the reintegration process.

Rationale. The minor provides a solid preparation for graduate work in the field of criminal justice, public administration, policy making in civil service and the social sciences in general. As can be seen from the corrections courses offered, the program provides a solid understanding of theory and research related to corrections as well as criminal justice. The curriculum emphasizes the development of analytical and research skills that prepare students to effectively meet everyday challenges in the criminal justice system and in corrections. Coursework is designed to integrate theory with practice, while using critical approaches to discuss competing strategies in correction practice.

Minor advisor. Students who wish to pursue a minor in corrections should consult as early as possible to plan their course of study with either Professor Lior Gideon (**212.237.8991, lgideon@jjay.cuny.edu**) or Professor Evan Mandery (**212.237.8389, emandery@jjay.cuny.edu**), Department of Law, Police Science and Criminal Justice Administration.

Requirements: Students who wish to minor in Corrections may do so under the guidance of the corrections advisor. The minor requires 18 credits (six courses) in corrections courses (those with the COR course prefix).

In order to make the best out of the minor, while complying with its above stated mission, it is suggested that students seeking to minor in Corrections take the courses listed below in the order they are listed. Each course is 3 credits.

Credits Subtotal: 18

Corrections 101 Institutional Treatment of the Offender
Corrections 201 The Law and Institutional Treatment
Corrections 282 Principles of Correctional Operations
Any 300-level corrections course (e.g., COR 320 or 303)
Corrections 401 Evaluating Correctional Methods and Programs
Any elective corrections course at the 300 or 400-level

Total: 18

COUNSELING MINOR

(Department of Counseling)

Description. The Counseling minor represents a valuable educational opportunity for those students interested in seeking employment within

the human services professions. The goal of the minor is to prepare students for careers in the criminal justice fields of probation, parole, corrections and victim advocacy that require counseling, communication and interview skills. In addition, course offerings provide an opportunity to explore many topics relevant to work within a broad range of criminal justice and public service systems, such as human growth and development, counseling and vocational theory, ethics, diversity and multiculturalism, leadership, family systems, spirituality, gender dynamics, crisis intervention and research methodology.

Minor advisor. Professor Katherine Stavrianopoulos, Department of Counseling (**212.237.8146, stavros@jjay.cuny.edu**)

Requirements: The prerequisite for the Counseling minor is PSY 101. The Counseling minor consists of 18 credits (six courses) as listed below.

Credits

Subtotal: 3

Required

Counseling 1XX Foundations of Counseling

Select five

Subtotal: 15

Counseling 210 Peer Counseling Training **and** Counseling 211 Peer Counseling Practicum (both classes must be completed – 6 credits)
Counseling 220 Leadership Skills
Counseling 2XX Family and Couples Counseling
Counseling 2XX Short-term Counseling
Counseling 331/Psychology 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling
Counseling 342/Psychology 342 Introduction to Counseling Psychology
Counseling 350/Psychology 350 Advanced Topics in Chemical Dependency Counseling
Counseling 360 Counseling in Gender and Work Life
Counseling 389 Independent Study
Counseling 3XX Counseling and Spirituality
Counseling 3XX Vocational Counseling

Total: 18

CSL/Interdisciplinary Studies Program – A designated number of Interdisciplinary Studies Program courses can be used to complete the minor requirements. Contact the Interdisciplinary Studies Program for individual courses and consult the minor advisor.

**** Note:** As of spring 2006, CSL 112 cannot be used as part of the minor.

CRIMINOLOGY MINOR

(Department of Sociology)

Description. The Criminology minor focuses on the nature and cause of crime, the behavior of criminals and how society reacts to crime and criminals.

Requirements: Students who minor in Criminology must complete 18 credits (six courses) of coursework at the 200-level or above in that specific area. No more than half of these credits may be used to satisfy credit requirements in the student's major.

Select six

Sociology 203 Criminology
Sociology 216 Probation and Parole
Sociology 236 Victimology
Sociology 240 Social Deviance
Sociology 301 Penology
Sociology 308 Sociology of Violence
Sociology 309 Juvenile Delinquency
Sociology 335 Migration and Crime
Sociology 341 International Criminology
Sociology 351 Crime and Delinquency in Asia
Sociology 360 Corporate and White Collar Crime
Sociology 420 Women and Crime
Sociology 430-431 Research Internship in Criminology
Sociology 440 Senior Seminar

Credits

Subtotal: 18

Total: 18

DISPUTE RESOLUTION MINOR

(Department of Sociology)

Description. The Dispute Resolution minor provides students with an opportunity to learn about the causes, complex dynamics, escalation, deescalation, and constructive resolution of conflicts in a variety of contexts from the interpersonal to the international levels. Students will also gain knowledge and techniques necessary to negotiate, facilitate, and mediate a wide range of situations.

Learning Objectives. Upon completion of the minor, the students will be able to:

- Recognize the causes of conflict
- Understand the dynamics and progression of conflict

- Think more critically about how to process conflict situations, utilize dispute resolution techniques and skills needed to negotiate, facilitate, and mediate in a variety of contexts.

Rationale. This minor is particularly attractive and beneficial for students who cannot complete the existing Dispute Resolution Certificate since they will acquire a solid understanding of conflict, its causes, progression, complexity, and management. With 18 credits focused on dispute resolution, it is still possible for students to deepen their critical understanding of conflict which will be invaluable for them in their personal lives, at work, and in graduate school, especially for those students who will enter professions like law, social work, business, etc., where sorting through conflicts is essential. There is virtually no major that will not benefit from having students add this minor to their undergraduate portfolio.

Minor Advisor. Professor Maria Volpe, Department of Sociology
(212.237.8693, mvolpe@jjay.cuny.edu).

Requirements: Students wishing to minor in Dispute Resolution must complete **18 credits of coursework**, of which 6 credits are required and 12 credits are electives. Courses chosen for the minor have been selected to reflect substantive areas relevant for dispute resolution and to differentiate it from the Dispute Resolution Certificate.

Credits

Subtotal: 6

Required

Sociology 206 The Sociology of Conflict and Dispute Resolution
Sociology 380 Sociology Laboratory in Dispute Resolution Skill Building

Electives

Subtotal: 12

Select four

African-American Studies Justice 229 Restorative Justice: Making Peace and Resolving Conflict
African-American Studies Sociology 110 Race and the Urban Community
Anthropology 330 American Cultural Pluralism and the Law
Law 206 The American Judiciary
Philosophy 302 Philosophical Issues of Rights
Philosophy 310/Law 310 Ethics and the Law
Police Science 245 Community Policing
Psychology 202/Sociology 202 The Family: Change, Challenges and Crisis Intervention

Psychology 213/Sociology 213 Race and Ethnic Relations
 Psychology 236 Group Dynamics
 Psychology 275 Family Conflict and the Family Court
 Sociology 236 Victimology
 Sociology 308 The Sociology of Violence
 Sociology 381 Internship in Dispute Resolution
 Interdisciplinary Studies Program courses (with permission of the
 minor advisor)

Total: 18

ECONOMICS MINOR

(Department of Economics)

Description. Economics courses provide students with an opportunity to develop critical analytical skills that will improve their performance in other courses and professional pursuits. These include understanding graphs and charts, employing statistical analysis, using cost-benefit analysis, evaluating different theoretical perspectives and developing professional presentation and writing skills.

Rationale. Employers recognize that the study of economics develops the professional skills necessary for success including the analytical skills needed for the complex tasks in today's highly technical work environment. A 1995 survey, in *ACJS Today*, ranked economics as one of the top three most desirable majors for law school admissions. Graduate schools recognize that the study of economics develops the analytical and research skills that prepare students for the rigors of advanced education.

Contact person. Professor Jay Hamilton, Department of Economics
 (212.237.8093, jhamilton@jjay.cuny.edu).

Requirements: Students who desire a minor in economics must complete 18 credits (six courses) subject to the approval of the department chair.

Required

Accounting 250 Introduction to Accounting
 Accounting 251 Introduction to Managerial Accounting
 Economics 101 Principles of Economics
 Economics 170 Introduction to the Economics of Crime and
 Social Problems
 Economics 215 Economics of Regulation and the Law

Credits

Subtotal: 18

Economics 220 Macroeconomics
 Economics 225 Microeconomics
 Economics 245 International Economics
 Economics 260 Environmental Economics
 Economics 265 Introduction to Public Sector Economics
 Economics 270 Urban Economics
 Economics 280 Economics of Labor
 Economics 300 The Political Economy of Governmental Activity
 Economics 315 An Economic Analysis of Crime
 Economics 335 Economics of Finance
 Economics 360/Sociology 360 Corporate and White Collar Crime

Total: 18

ENGLISH MINOR

Description. Students who have found their required English and Literature courses exciting may continue their exploration of texts (including films and other genres in popular culture) and develop their voices in a variety of written forms in the English minor. The minor offers students the opportunity to broaden their experience of literary study, improve their critical thinking skills, and advance their skills in analytical, expository and / or creative writing.

Rationale. The study of literature and the practice of expository and creative writing strengthen important skills while engaging students in significant historical, ethical and aesthetic debates. Students who study literature learn to read critically, form interpretations and make arguments based on evidence. Students who study writing learn to express themselves clearly, concisely and creatively while also perfecting their editing and revision skills. Students who pursue the minor in English will graduate with an increased command of language and with incisive critical skills that will serve them well in their chosen career or post-graduate work.

Minor advisor. Professor John Matteson, Department of English
 (212.237.8586, jmatteson@jjay.cuny.edu).

Additional Information. Students who declare this minor in September 2008 or thereafter must complete the minor in the form presented here. Students who declared it prior to that date may choose the form shown here or the earlier version of the minor. A copy of the earlier version can be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

Requirements: To receive a minor in English a student must complete 18 credits with at least 3 credits at or above the 300-level. Students may apply the 6 credits earned in the general education literature requirement (LIT 230, LIT 231, LIT 232, LIT 233) toward their 200-level course requirement. Every student must take LIT 260 Introduction to Literary Study to earn the minor in English.

Required

Literature 260 Introduction to Literary Study

The following list is illustrative and not exhaustive. Students should consult the listing of courses in Chapter 2 of this Undergraduate Bulletin for offerings in Literature [LIT] and English [ENG]. These will include literature, film and writing courses.



Credits

Subtotal: 3

Select five. At least one course must be at or above the 300-level.

Subtotal: 15

Literature

- Literature 219 Word as Weapon
- Literature 223 African-American Literature
- Literature 283 New York City in Film
- Literature 284 Film and Society
- Literature 309 Contemporary Fiction
- Literature 313 Shakespeare
- Literature 314 Shakespeare and Justice
- Literature 315 American Literature and the Law
- Literature 327 Crime and Punishment in Literature
- Literature 342 Perspectives on Literature and Human Rights
- Literature 371 Historical Perspectives: Topics in Medieval Literature
- Literature 372 Historical Perspectives: Topics in Early Modern Literature
- Literature 374 Historical Perspectives: Topics in 19th-Century Literature
- Literature 375 Historical Perspectives: Topics in 20th-Century Literature
- Literature 401 Special Topics

Writing

- English 215 Poetry Writing and Reading
- English 216 Fiction Writing
- English 218 Writing: Forms and Genres
- English 233 Journalism
- English 250 Writing for Legal Studies
- English 255 Argument Writing
- English 316 Advanced Argument Writing and Response
- English 328 Forensic Linguistics
- English 3XX Advanced Poetry
- English 3XX Advanced Fiction

Total: 18

FIRE SCIENCE MINOR

(Department of Protection Management)

Minor Advisor. For information on the Fire Science minor, see Professor Glenn Corbett, Department of Protection Management (212.237.8092, gcorbett@jjay.cuny.edu).

GENDER STUDIES MINOR

(Interdisciplinary – see Minor Coordinator/Advisor)

Description. Gender studies is an interdisciplinary field that explores the making and meaning of *gender* — femininity and masculinity — as well as sexuality across cultures and social formations, past and present. The underlying belief of gender studies is that gender influences human options, conditions and experiences. Legal, political, economic and cultural systems are all profoundly gendered. Deep understanding of gender patterns, dynamics and biases can enhance the accuracy and scope of work in many fields, including criminal justice, psychology, anthropology, sociology, literature, philosophy and history. Gender awareness benefits individuals, communities and organizations.

Rationale. One of the strengths of gender studies is that it teaches critical analysis by taking one of our most basic experiences — that of being a gendered human being — and forces us to question its meaning within a broad range of frameworks. Because students in the minor take courses from a variety of disciplines, such as government, Puerto Rican and Latin American studies, law and police science, and literature, they are exposed to many different methodological approaches and theoretical debates. Students who earn a Gender Studies minor learn to be supple and critical thinkers, skills that will enhance their eligibility for any post-graduate work or career.

A minor in Gender Studies is very flexible. Like majors or minors in other social science and humanities disciplines, the Gender Studies minor does not prepare students for one job, but for many different kinds of employment. Gender studies courses train students in critical thinking, social science and humanities research methods and writing. Coursework provides knowledge about the interplay of gender, race, class and sexuality in the United States and globally. The ability to apply an internship toward credit in the minor allows students the opportunity to evaluate possible careers and provides employment experiences that help graduates find employment. A minor in Gender Studies, with its combination of cross-disciplinary, analytic and practical skills, provides a well-rounded graduate with the tools to adapt to a world of rapidly changing work and family structures.

Students who pursue gender studies have gone on to work in social services administration, domestic violence advocacy, business, communications, journalism, law enforcement, psychological and counseling services, legal and political fields, and a host of other careers.

Minor Coordinator/Advisor: Professor Allison Pease, Department of English (**212.237.8565**, apease@jjay.cuny.edu)

Requirements: The Gender Studies minor allows students to focus on the meanings and implications of gender by taking six courses (18 credits) from the rich variety of gender studies courses offered in the social sciences and humanities.

Courses such as *Sex and Culture*, *Psychology of the African-American Family*, *Sex Offenders in the Criminal Justice System*, *History of Gender Images*, *Gender Issues in International Criminal Justice*, *Gender in Literature*, *Women and Crime* and *Manhood in America* offer exciting, new ways of understanding the world we live in as well as important tools for analyzing experience. Gender studies courses are offered every semester by the majority of academic departments at John Jay. The gender studies coordinator/advisor compiles a list of all courses offered in the minor prior to student registration and posts it on the Gender Studies minor website: <http://web.jjay.cuny.edu/~wsc/minor.htm>.

Other information. Students minoring in Gender Studies can receive 3 credits toward the minor if they do an internship in a gender-related field.

GOVERNMENT MINOR

Description. Earning a Government minor for students who have majored in Criminal Justice, International Criminal Justice, or Legal Studies demonstrates to graduate and professional schools and/or potential employers that students have also had substantial exposure to the discipline of political science in their undergraduate studies.

Requirements: The Government minor consists of GOV 101 and any 15 additional credits of government courses.

HISTORY MINOR

Description. The Department of History offers students the opportunity to minor in History by completing 18 credits (six courses) in the department. The first 6 credits form the core of the minor and encompass the general education requirements in history, HIS 231 and HIS 232. After completing the core courses, students are invited to select from the electives offered by the Department of History to complete the minor. At least one elective must be at the 300-level to complete a History minor.

Rationale. The study of history supports the analytical skills desired by many graduate programs, including law schools, by teaching students to evaluate evidence, and to present and defend arguments about historical change based on evidence. It also provides students with important information about the world in which they live, the process of social change and the factors affecting it, and the creation and evolution of cultural institutions. Students with a strong historical background will be well equipped to work in public institutions because they will have a coherent understanding of the purposes and limitations of public systems. They also will be excellent employees in private institutions because they will understand and be able to support the social and economic purposes of private industry. Finally, students who have studied history make more conscious and active citizens, because they are aware of the role of race and class in America. They are cognizant of the rich history of America's political institutions and their civic responsibilities to use, protect, and maintain their political and legal rights.

Credits

Required

Subtotal: 6

History 231 The Origins of the Contemporary World: From the Classical Period to the Enlightenment
History 232 Contemporary History of Civilization: From the Enlightenment to the Present

Subtotal: 12

Electives with appeal for students interested in attending law school

History 201 American History: From Colonial Times through the Civil War
History 202 American History: 1865 to the Present
History 277 American Legal History
History 320 The History of Crime and Punishment in the United States

Electives with appeal for students interested in government and political science

History 201 American History: From Colonial Times through the Civil War
History 202 American History: 1865 to the Present
History 219 Violence and Social Change in America

Electives with appeal for students interested in criminal justice

History 219 Violence and Social Change in America
History 224 History of Crime in New York City

History 277 American Legal History
History 320 The History of Crime and Punishment in the United States
History 325 Criminal Justice in European Society, 1750—Present

Electives with appeal for students interested in social and cultural history

History 214 Immigration and Ethnicity in the United States
History 219 Violence and Social Change in America
History 265/Puerto Rican/Latin American Studies History 265 Class, Race and Family in Latin American History

Electives with appeal for student interested in global history

History 260/Puerto Rican/Latin American Studies History 260 History of Contemporary Cuba
History 265/Puerto Rican/Latin American Studies History 265 Class, Race and Family in Latin American History
History 325 Criminal Justice in European Society, 1750—Present

Electives with appeal for students interested in New York City history

History 214 Immigration and Ethnicity in the United States
History 217 Three Hundred Years of New York City
History 224 A History of Crime in New York City

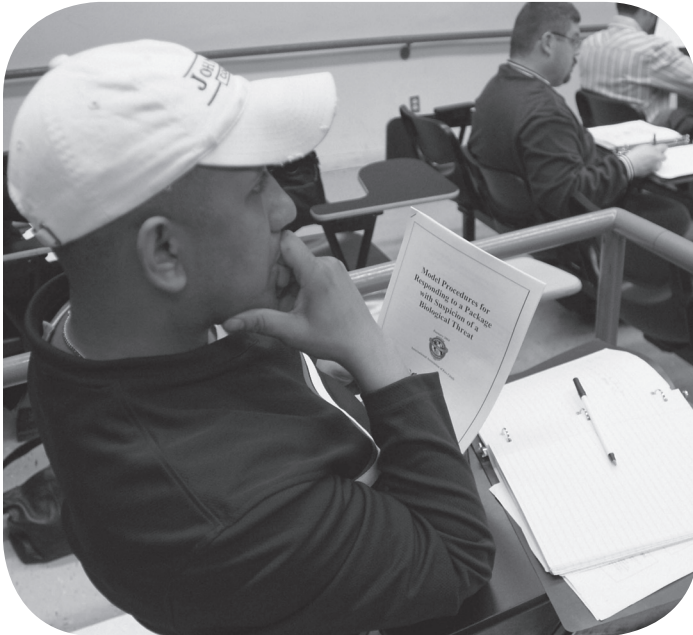
Total: 18

JUSTICE STUDIES MINOR

(Interdisciplinary – see Minor Coordinator/Advisor)

Description. The Justice Studies minor offers students the opportunity to explore fundamental questions about justice from a humanistic and interdisciplinary perspective. Embedded in history, literature, and philosophy, the minor engages students in the study of constructions of justice that underlie social policy and criminal justice as well as in broader issues of morality and equity.

Rationale. The Justice Studies minor will provide students who are majoring in the social sciences and sciences with an important supplementary perspective for their study of issues, policies, and laws concerned with justice. With its interdisciplinary focus, the minor will also enrich the curriculum of students majoring in one of the humanities. Its courses are designed to help students develop the skills of careful reading, critical thinking, and clear writing that are necessary for careers in law, public policy, civil service, and teaching.



Minor Advisor. Professor Amie Macdonald, Department of Philosophy
(212.237.8345, amacdonald@jjay.cuny.edu).

Requirements: The minor in Justice Studies requires a total of 18 credits of which 6 credits are required and 12 credits are electives.

Required

Humanities and Justice 250 Justice in the Western Traditions
Humanities and Justice 310 Comparative Perspectives on Justice

This two-course sequence provides an introduction to a consideration of “justice” as a personal, social, and political construction. Selected texts from history, literature, and philosophy introduce students to the complexities attending the meanings of justice from ancient to modern times. Issues under study may include retribution and revenge; justice as political and social equity; determinism, free will, and the “unjust” act; divinity, hierarchy, and community as perceived sources of justice (or injustice); the social construction of justice, injustice, and crime; law as a structure of rules representing, defining, and shaping justice. The sequence will explore how understandings of justice clarify the ethical and legal frameworks defining religion, the state, colonialism and national identity, race and ethnicity, gender, ruling, class, the family, and similar structures.

Credits

Subtotal: 6

Students in HJS 250 study works concerned with justice in the western tradition (primarily historical, literary, and philosophical texts of Europe, Britain, and North America). With its focus on works from the Mideast, Africa, Asia, and the other Americas, HJS 310 expands student understandings of justice. It encourages comparative assessments between western and nonwestern forms of justice by studying contacts resulting from war and conquest, trade, and cultural exchange. HJS 310 also develops and extends the skills students have gained in HJS 250 by its comparative tasks, by supplementing primary texts with theoretical readings, and by more complex and lengthy writing assignments.

Electives

Subtotal: 12

Students must take four courses in literature, history, and/or philosophy selected from the humanities electives offered each semester that count toward the Justice Studies major. At least two of these courses must be at the 300-level or above. Students will select their electives in consultation with their Justice Studies advisor.

The electives listed below are supplemented every semester by new or experimental courses that are pertinent to Justice Studies as identified and approved by the minor advisor.

History 219 Violence and Social Change in America
History 224 A History of Crime in New York City
History 277 American Legal History
Literature 223/African-American Studies Literature 223 African-American Literature
Literature 313 Shakespeare in Performance
Literature 316 Gender and Identity in Western Literary Traditions
Literature 327 Crime and Punishment in Literature
Literature 340/African-American Studies Literature 340 The African-American Experience: Comparative Racial Perspectives
Spanish 208 The Theme of Justice in 20th-Century Spanish Literature
Philosophy 304 Philosophy of the Mind
Philosophy 310 Ethics and Law
Philosophy 322 Judicial and Correctional Ethics
Philosophy 340 Utopian Thought
Philosophy 423 Selected Topics in Justice

Total: 18

LAW MINOR

(Department of Law, Police Science and
Criminal Justice Administration)

Requirements. To receive a minor in Law students must complete 18 credits of law courses.

Minor Advisor. For more information see Professor Evan Mandery, Department of Law, Police Science and Criminal Justice Administration **(212.237.8389, emandery@jjay.cuny.edu).**



MATHEMATICS MINOR

(Department of Mathematics and Computer Science)

Description. Mathematics provides excellent preparation for entrance into many quantitative and high-technology careers. Some of these include the actuarial field, financial analysis and work in cryptography. The minor will enhance the understanding of quantitative disciplines such as the social sciences, physics, chemistry and biology. Strong math skills also increase a student's ability to manage life in this increasingly quantitative world.

Minor Advisor. Professor Peter Shenkin, Department of Mathematics and Computer Science **(212.237.8925, pshenkin@jjay.cuny.edu)**

Requirements: The Mathematics minor consists of a three-course calculus sequence plus three courses in a specialization chosen from among Operations Research, Differential Equations and Pure Mathematics. These courses in the specialization must be at the 300-level or above.

Required

Mathematics 241 Calculus I
Mathematics 242 Calculus II
Mathematics 243 Calculus III

Specializations

Select three from one category

Operations Research

Mathematics 310 Linear Algebra
Mathematics 323 Operations Research Models I
Mathematics 324 Operations Research Models II

Differential Equations

Mathematics 351 Introduction to Ordinary Differential Equations
Mathematics 352 Applied Differential Equations
Mathematics 371 Numerical Analysis

Pure Mathematics

Mathematics 330 Modern Geometry
Mathematics 361 Introduction to the Functions of a Complex Variable
Mathematics 410 Abstract Algebra

Credits

Subtotal: 9

Subtotal: 9

Total: 18

PHILOSOPHY MINOR

Description. The Philosophy minor is designed to give students interested in philosophy the opportunity to do intensive work in the field and have that work recognized. Philosophy — a term derived from the ancient Greek *philosophia* — means “love of wisdom.” As a discipline, philosophy strives to seek thoughtful and rigorous responses to the most fundamental “Why?” questions about ourselves, the universe and our place in the universe. Areas of study include being or existence, knowledge, ethics, political philosophy and various “philosophy of . . .” issues (e.g., philosophy of law, philosophy of mind, philosophy of language, etc.). Some core questions that philosophers ask range from “What is the nature of justice?” and “How should I live my life?” to “Do humans have free will?” and “What sort of justification is required for me to have knowledge?” Learning objectives for Philosophy minors include the development and mastery of the following skills and competencies.

Students will be able to:

- Recognize and reconstruct arguments
- Critically evaluate arguments
- Appreciate different responses to a given philosophical question
- Offer a thoughtfully defended thesis on a given philosophical question
- Entertain and respond to challenges to one’s thesis

Rationale. A Philosophy minor, which is noted on the student’s final transcript, is extremely beneficial for students planning careers in law school or various graduate programs. A liberal arts and humanities education, according to some of the top law schools, is the best preparation for understanding, synthesizing, and evaluating the legal theory and moral reasoning employed in legal judgments. Both law schools and graduate schools place a premium on the sort of critical thinking and conceptual analysis that philosophy uniquely provides. In addition, there is statistical evidence that those who major in philosophy consistently score higher than those in nearly every other major on standardized exams such as the LSAT and the GRE.

Minor Advisor. Professor Jacoby Carter, Department of Philosophy
(212.237.8343, jcarter@jjay.cuny.edu)

Requirements:

- A student must complete 18 credits (six courses) in philosophy.
- Philosophy 231 is required (also fulfills the general education requirement for philosophy).
- At least two courses must be at the 300-level or higher.
- Independent study courses, arranged between the student and a supervising faculty member, and experimental courses can be used to fill the 18-credit requirement. For details on independent study courses, see the Chapter 6, Academic Standards.

Philosophy courses satisfying the requirements of the minor include the following:

Credits

Subtotal: 18

Philosophy 102 Introduction to Ethics
Philosophy 105 Critical Thinking and Informal Logic
Philosophy 203 Political Philosophy
Philosophy 204 Logic
Philosophy 205 Philosophy of Religion
Philosophy 224 Death, Dying and Society: A Life Crises Management Issue
Philosophy 231 Knowing, Being and Doing (required general education philosophy course)
Philosophy 302 Philosophical Issues of Rights
Philosophy 304 Philosophy of Mind
Philosophy 310/Law 310 Ethics and the Law
Philosophy 321/Criminal Justice 321 Police Ethics
Philosophy 322/Criminal Justice 322 Judicial and Correctional Ethics
Philosophy 326 Topics in the History of Modern Thought
Philosophy 340 Utopian Thought
Philosophy 423/Government 423 Selected Topics in Justice

The following course may also be applied toward the minor:

Humanities and Justice Studies 250 Justice in the Western Traditions

Total: 18

Note: Credit toward the minor may be given for courses taken elsewhere at the College if they include substantial philosophical content. Please contact the Philosophy minor advisor.

POLICE STUDIES MINOR

(Department of Law, Police Science and Criminal Justice Administration)

Description. The minor in Police Studies is designed for students with professional interests in law enforcement and policing. The minor is also appropriate for students who plan to attend graduate or professional school.

Minor Advisor. Professor Peter Moskos (212.237.8393, pmoskos@jjay.cuny.edu) or Professor Evan Mandery (212.237.8389, emandery@jjay.cuny.edu), Department of Law, Police Science and Criminal Justice Administration.

Requirements: To receive a minor in Police Studies students must complete 18 credits in police science courses (courses with the PSC prefix).

PSYCHOLOGY MINOR

(Department of Psychology)

Description. The Psychology minor provides students with the opportunity to think and write critically about the mind and human behavior, and to gain some exposure to the field of forensic psychology. Students are introduced to basic psychological theory and research as well as several core areas in the discipline of psychology. The minor prepares students to become informed, life-long consumers of psychology. It also provides some background in psychology that can help build a foundation for many fields of graduate or professional study and careers.

Rationale. Gaining exposure to the science of human behavior through the Psychology minor can be of substantial benefit for students in many disciplines. The minor provides opportunities to hone critical thinking, research and writing skills, which are crucial in any field. Students also can explore topics and issues that might help direct their career choices. Any major pairs well with a Psychology minor.

Minor advisor. Professor Angela M. Crossman, Department of Psychology (212.237.8653, acrossman@jjay.cuny.edu)

Requirements: Any student who is not majoring in Forensic Psychology can earn a minor in Psychology by taking six of the ten courses listed below.

Select six

Psychology 101 General Psychology I
Psychology 200 General Psychology II
Psychology 221 Social Psychology
Psychology 231 Child Psychology
Psychology 236 Group Dynamics
Psychology 242 Abnormal Psychology
Psychology 243 Theories of Personality
Psychology 266 Psychology of Alcoholism and Substance Abuse
Psychology 275 Family Conflict and the Family Court
Psychology 370 Psychology and the Law **or** Psychology 372 Psychology of Criminal Behavior
Statistics 250 Principles and Methods of Statistics

Credits

Subtotal: 18

Total: 18

PUBLIC ADMINISTRATION MINOR

(Department of Public Management)

Description and rationale. Wherever a career leads, it will inevitably involve management. The minor in Public Administration gives students an understanding of how administration works, how policy gets made, and how to excel as a manager in government, non-profit and corporate organizations. The supervision, planning and budgeting skills you acquire in the Public Administration minor will prove valuable as you advance towards a leadership role in any organization that helps carry out the business of government.

Requirements: To receive the minor, you must complete 18 credits (six courses) from the following public administration courses. "Special topics" courses in public administration or public administration graduate courses taken by academically-eligible seniors can also be applied to the minor.

Select one

Public Administration 240 Introduction to Public Administration
Public Administration 241 Computer Applications in Public Administration

Credits

Subtotal: 3

Select five

Public Administration 260 International Public Administration
Public Administration 314 Productivity
Public Administration 340 Planning
Public Administration 343 Administration of Financial Resources
Public Administration 346 Administration of Personnel Resources
Public Administration 348 Justice Planning and Policy Analysis
Public Administration 360 Court Administration
Public Administration 400 Quantitative Problems in
Public Administration
Public Administration 402 Seminar and Internship in
New York City Government
Public Administration 404 Practicum in Public Administration
Public Administration 420 Contemporary Administration
and the Judiciary
Public Administration 440 Problems in Public Administration
Public Administration 445 Seminar in Justice Administration
and Planning

Credits

Subtotal: 15

Total: 18

Note: The minor in Public Administration is not available to students who are majoring in Public Administration.

PUERTO RICAN/LATIN AMERICAN STUDIES MINOR

See Puerto Rican/Latin American Studies Program section of this chapter

PUERTO RICAN/LATIN AMERICAN STUDIES HONORS MINOR

Description. The honors minor in Puerto Rican/Latin American Studies seeks to encourage and assist all students enrolled to excel in all their courses by providing research and writing skills workshops as well as workshops about graduate and law school studies. Coursework is centered on Latin America and the Caribbean, Latinas/os in the United States as well as race and ethnicity generally in the United States.

Minor advisor. Professor Luis Barrios, Department of Latin American and Latina/o Studies (**212.237.8747** or **212.237.8749**, **lbarrios@jjay.cuny.edu**)

Requirements:

- Completion of a minimum of 18 credits with a GPA of at least 3.3 (B+) in the Puerto Rican/Latin American Studies courses
- Participation in and completion of at least one of the research and writing skills workshops offered by the Department of Latin American and Latina/o Studies
- Participation in and completion of at least one graduate/law school career development workshop
- Completion of an honors thesis written under the supervision of a member of the department faculty. The thesis must be a minimum of 10 pages, using the APA citation form, and of B+ quality or better.

RUSSIAN STUDIES MINOR

(Department of Foreign Languages and Literatures)

Description. The Department of Foreign Languages and Literatures offers a Russian Studies minor. It is designed to give the student a command of both the written and spoken language as well as a deeper understanding of the cultural and literary development of the Russian people.

Rationale. In today's diverse world, the study of foreign languages and cultures becomes increasingly important. Students, especially those who wish to work in the field of criminal justice, in law enforcement and other government agencies, and in international organizations, would benefit greatly from having additional knowledge of a foreign language (obtained through language courses) paired with expertise in national character (acquired through literature and culture courses). At a time when city and federal agencies are seeking both language specialists and specialists in foreign national character, students with the Russian Studies minor on their transcripts are in high demand.

Minor advisor. Professor Olga Muratova, Department of Foreign Languages and Literatures (**646.557.4520**)

Requirements: The minor consists of six courses in Russian language, literature and culture. The language courses are taught in Russian; the literature and culture courses, in English. Students need 18 credits (six courses) to complete the Russian Studies minor. All courses offered by the

Russian section of the Department of Foreign Languages and Literatures — except for 100-level, basic-Russian courses — count towards the minor. To complete the minor, students must take three 200-level courses, two 300-level courses, and one 400-level course. Higher-level courses can be substituted for lower-level ones (e.g., RUS 325 instead of RUS 239), but not *vice versa*.

Credits

Subtotal: 18

Russian 210 Legal Translation I (Russian-English)
 Russian 211 Legal Translation II (English-Russian)
 Russian 201 Intermediate Reading in Russian
 Russian 202 Intermediate Russian Conversation and Grammar
 Russian 239 Russia through Film
 Russian 325 Justice in Russian Literature
 Russian 344 Survey of Russian Culture
 Russian 412 Seminar in Russian Drama

Total: 18

SECURITY MANAGEMENT MINOR

(Department of Protection Management)

Description. The minor in Security Management targets the analysis of security risks and vulnerabilities, along with the administration of programs designed to reduce loss — in public and private institutions and corporations. The minor helps prepare students for careers as managers, consultants and entrepreneurs.

Rationale. Every public institution and private corporation has a security function associated with its mission. Understanding this function within a particular industry or public enterprise enhances the skill set of the professional working in or studying that field. Further, understanding the principles, practices and law within the security field enables individuals to better safeguard their person, property and privacy — both inside and outside of the work environment.

Contact person. Professor Glen Corbett, Department of Protection Management (212.37.8092, gcorbett@jjay.cuny.edu).

Requirements:

- A minimum of 18 credits is required.
- All courses applied to the minor must be courses designated by the

course number prefix specific to security management (SEC). Courses that are cross-listed in the college bulletin are acceptable, e.g., Security Management/Mathematics.

- No more than 9 credits applied to a minor may be credits that the student also uses to fulfill a major.
- At least 6 credits applied to the minor must be in courses at the 300-level or above.

To apply for a minor, the student should complete the Approved Plan for a Minor Form available from the security management coordinator and the Department of Law, Police Science and Criminal Justice Administration and make an appointment to meet with the department chairperson for approval. At the discretion of the chairperson, the student may be referred to the security management coordinator. Students must bring with them a copy of their up-to-date John Jay College transcript. Any revision of the plan requires the completion of a new Approved Plan for a Minor Form and another approval meeting.

SOCIOLOGY MINOR

Description. The sociology minor considers the following areas in the study of modern society: social groups, social organization, the sociology of institutions such as law, the courts, the family, the process of interaction, social disorganization and change. Topics such as violence, delinquency, deviant behavior, social control, and ethnic, race and class relations are central to the minor concentration. Issues of culture, personality and urbanization are studied.

Requirements: Students wishing to minor in Sociology must complete 18 credits (six courses) at the 200-level or above. No more than half of these credits may be used to satisfy credit requirements in the student's major.

Credits

Subtotal: 18

Sociology 201 Urban Sociology
 Sociology 202 Family
 Sociology 206 Sociology of Conflict
 Sociology 209 Work and Society
 Sociology 213 Race and Ethnic Relations
 Sociology 215 Women and American Society
 Sociology 222 Mass Communication
 Sociology 232 Social Stratification

Sociology 240 Social Deviance
 Sociology 278 Political Sociology
 Sociology 290 Selected Topics in Sociology
 Sociology 302 Social Problems
 Sociology 305 Sociology of Law
 Sociology 314 Theories of Social Order
 Sociology 325 Research Methods
 Sociology 401 Problems of Minority Groups

Total: 18

SPANISH MINOR

(Department of Foreign Languages and Literatures)

Description. The Spanish minor is designed to make students proficient in spoken and written Spanish through language and literature courses that also present a cultural and psychological understanding of the Spanish Diaspora.

An example of this is Spanish 212, an intermediate course in grammar and conversation, taught with the use of film and literature in which themes such as immigration, justice, nationalism, gender issues, prejudice, personal relationships and the importance of family are explored and discussed.

Rationale. In today's global society, it is of paramount importance for students to study foreign languages and cultures. If a student earns a minor in Spanish, one of the five most important languages in the world, they will be better prepared to compete in whatever major field of study they are pursuing at John Jay College. Agencies such as the FBI, CIA, DEA, U.S. Customs Service, and the Immigration and Naturalization Service give preference and a higher salary to those who can communicate in a foreign language. Minor in a foreign language will assist students in becoming qualified to attain these positions.

Minor advisors. Department of Foreign Languages and Literatures:

- Professor Catherine Rovira
(212.237.8709, crovira@jjay.cuny.edu)
- Professor Dagoberto Orrantia
(212.237.8717, dorrantia@jjay.cuny.edu)
- Professor Daria Montero
(212.237.8716, dmontero@jjay.cuny.edu)

Requirements: To complete the minor students must take 18 credits (six courses) in Spanish language, literature and/or translation beginning at the 200-level. At least three 200-level courses, two 300-level courses, and one 400-level course must be taken. Students should consult a minor advisor for courses that are not available during a particular semester.

Note: A higher level course can be substituted for a lower level course but not *vice versa*. For example, Spanish 320 can be substituted for Spanish 250.

Students have the possibility of receiving 3-6 credits for earning a score of four or better on the Spanish Language and/or Literature Advanced Placement Examination taken in high school. These credits can be applied towards the minor in Spanish.

Credits

Required Courses for Non-Heritage Speakers

Subtotal: 9

Spanish 201-202 Intermediate Conversational Spanish
 Spanish 401 Contemporary Issues in Hispanic Literature

Required Courses for Heritage Speakers

Subtotal: 9

Spanish 211-212 Intermediate Conversational Spanish for Native Speakers
 Spanish 401 Contemporary Issues in Hispanic Literature

Select three

Subtotal: 9

Literature

Spanish 320 Latin American Theatre: Taller de Teatro/Theatre Workshop
 Spanish 321 Introduction to Spanish Literature I
 Spanish 322 Introduction to Spanish Literature II
 Spanish 331 Introduction to Latin American Literature I
 Spanish 332 Introduction to Latin American Literature II

Legal and Translation

Spanish 230 Theory and Practice of Translation
 Spanish 250 Spanish for Criminal Investigation
 Spanish 340 Court Interpreting and Translation
 Spanish 341 Interpretation Techniques

Total: 18



SPEECH and MEDIA/THEATRE MINORS

(Department of Communication and Theatre Arts)

Description and rationale. The Department of Communication and Theatre Arts offers minors in Speech and Media, Theatre, or a combined minor in Speech, Theatre and Media Studies. The minor in Speech and Media is designed to help students gain confidence and power through enhancing the effectiveness of their communication performance and analysis. The Theatre minor is designed to allow students to explore their theatrical talent and to experience great plays and films while developing a critical eye. The combined minor helps to develop communication skills and analysis as a speaker, a performer and a critic of communication while focusing students' course selection on their interests. The classes in these minors provide unique learning opportunities such as becoming a cast or crew member in one of the department's plays, getting a handle on news media, and learning video production techniques to create movies.

Minor advisor. Professor Martin Wallenstein, chair, Department of Communication and Theatre Arts ([212.237.8364](tel:212.237.8364), mwallenstein@jjay.cuny.edu), or his designee. Students interested in any of these minors should make an appointment with the advisor for guidance in tailoring their course selection to their needs and interests. Students are

encouraged to see the advisor by at least the first semester of their junior year but preferably as soon as an interest is developed in one of these minors.

Requirements for a Speech and Media Minor: Students must complete 18 credits in speech including the required SPE 113 course. Up to 6 credits can be earned by taking the department's Media Internship (6 credits) though it is under the drama (DRA) course listing.

Requirements for a Theatre Minor: Students must complete 18 credits of courses in drama (DRA) in theatre or film.

Requirements for a combined Speech, Theatre and Media Studies Minor: Students must complete 18 credits from a combination of speech and drama courses. For this combined minor, Speech 113 is a prerequisite and does not count toward the 18 credits.

Note: No more than 6 credits toward these minors may be transfer credits. Any of the drama courses can be used to fulfill the College's general education requirement in the fine arts.

PROGRAMS

ADDICTION STUDIES CERTIFICATE PROGRAM

The New York State Office of Alcoholism and Substance Abuse Services (OASAS) has been authorized by the New York State Legislature to issue a Credential in Alcoholism and Substance Abuse Counseling (CASAC).

To qualify for the CASAC, candidates must pass a written and oral examination after fulfilling education, training and paid employment requirements.

The Addiction Studies Program of John Jay College is an OASAS Certified Education and Training Provider.

Credits Required. 24

Program/Minor Advisor. Professor Daniel Yalisove, Department of Psychology (**212.237.8794, daniel.yalisove@jjay.cuny.edu**).

Students must complete the eight courses (24 credits) listed below to fulfill the education requirements for the CASAC.

Upon completion of these eight courses, students will earn a certificate which certifies the completion of the education requirements for the CASAC. This certificate can be sent to OASAS, which will issue a CASAC-Trainee certificate. More information about the CASAC-Trainee certificate can be found on the Addiction Studies site (**<http://web.jjay.cuny.edu/~addiction>**).

Credits

Required

Subtotal: 24

Anthropology 110/Psychology 110/Sociology 110 Drug and Alcohol Use and Abuse in American Society
Psychology 255 Group Dynamics in Chemical Dependency Counseling
Psychology 266 The Psychology of Alcoholism and Substance Abuse
Psychology 268 Therapeutic Interventions in Chemical Dependency
Psychology 331/Counseling 331 Assessment and Clinical Evaluation in Chemical Dependency Counseling
Psychology 350/Counseling 350 Advanced Topics in Chemical Dependency Counseling

Psychology 480 Ethical and Professional Issues in Chemical Dependency Counseling

Sociology 161 Chemical Dependency and the Dysfunctional Family

Total: 24

Students may elect to fulfill the training requirement for CASAC by completing the two courses below.

Psychology 378 Fieldwork in Forensic Psychology*

Psychology 379 Fieldwork in Forensic Psychology *

** The fieldwork must be done at an OASAS Certified Substance Abuse Program. A total of 300 fieldwork hours is required by OASAS for the training requirement.*

Addiction Studies Minor. Matriculated students may elect to minor in Addiction Studies by completing 18 credits in the Addiction Studies Program. Students may select any six of the eight education required courses listed in the first section of the certificate program to earn the minor.

For additional information on the Addiction Studies Certificate Program, please visit **<http://web.jjay.cuny.edu/~addiction>**.

AFRICAN-AMERICAN STUDIES PROGRAM

The African-American Studies Program offers an interdisciplinary approach to African-American, Caribbean and African histories, cultures and experiences. The program is composed of a base of 18 credits and an additional 3 to 9 credits. Students may fulfill requirements for a minor in African-American Studies by taking a total of 18 credits (six courses).

For further information about the program, contact Professor Kwando Kinshasa, Department of African American Studies (**212.237.8759, kinshasa@jjay.cuny.edu**).

Part One

Select six

African-American Studies History 211 African-American History I
African-American Studies History 212 African-American History II
African-American Studies History 270 The History of African-American
Social and Intellectual Thought in America
African-American Studies Literature 223/Literature 223
African-American Literature
African-American Studies Psychology 129/Psychology 129
The Psychology of the African-American Experience
African-American Studies Sociology 121 African-American
Community Issues
African-American Studies Research Seminar 310 Research
Seminar in African-American Studies

Credits

Subtotal: 18

Part Two

Select one to three

African-American Studies History 330 African-American
Nationalism and Pan Africanism
African-American Studies History 263/Puerto Rican/Latin American
History 263 African Heritage in the Caribbean
African-American Studies Independent Research 410 Independent Study
African-American Studies Psychology 240/Psychology 240
Psychology of Oppression
African-American Studies Sociology 110 Race and the Urban Community

Total: 21-27

NEW YORK CITY POLICE LEADERSHIP IN A MULTIRACIAL, MULTICULTURAL CITY CERTIFICATE PROGRAM

This program provides New York Police Department sworn uniform members of the service carrying firearms with skills that develop police leadership and tools that enhance public safety service delivery in a multiracial, multicultural city. Distinguished faculties from the Departments of Law, Police Science and Criminal Justice Administration, African-American Studies, Public Administration, Anthropology and

Sociology together with police practitioners created a curriculum of skills development in police leadership and multicultural policing. These college credit-bearing courses are designed to give the participants an enhanced capability for police leadership and an understanding of the multicultural population in which they serve.

Admissions: Eligible NYPD officers can apply to the program directly through the New York City Police Studies Certificate Program Office. Applicants must complete the Transfer Admissions Application and submit official transcripts from each post secondary institution which they attended. Undergraduate students who have a grade point average less than 2.0 at John Jay must meet with the program director for a readmission interview.

Credits Required. 12

Program Advisor. Mr. William Devine, Administrative Director
(212.237.8987, wdevine@jjay.cuny.edu).

Curriculum: Undergraduate students take a total of four courses that address police and community dynamics, police management and supervision, ethnicity, culture, police ethics and race and crime in America.

Students who successfully complete their course requirements are awarded a professional certificate of completion. The college credits earned can transfer to an undergraduate degree at the College. There is a limit of 12 credits which can be earned during the life of the program. Personal academic advisement is provided throughout the academic year to insure the best plan to complete degree requirements.

Classes meet in a full-service educational environment especially created for police officers once a week for fifteen weeks during the fall and spring semesters. Class sessions meet on Friday, Friday evening and Saturday. The New York City Council with the support of the mayor has partnered with John Jay College to provide funding for tuition, student fees and textbooks.

Note: Students must maintain a grade point average of at least 2.0 to remain in the program.

PUERTO RICAN/LATIN AMERICAN STUDIES PROGRAM

The multi-disciplinary Department of Latin American and Latina/o Studies offers a minor and program that includes courses in the areas of history, culture, law, psychology, sociology, politics and literature relating to the experience of Puerto Rican/Latinas/os in the United States and of Latin Americans in the Caribbean and Latin America.

Students may fulfill requirements for the minor by completing Parts One and Two, for a total of 18 credits (six courses). Part Three must be completed to fulfill program requirements.

For additional information, contact Professor Luis Barrios, Department of Latin American and Latina/o Studies **(212.237.8747 or 212.237.8749, lbarrios@jjay.cuny.edu).**

Credits

PART ONE

Subtotal: 6

Required

Puerto Rican/Latin American Studies Government 215
Socio-Political Developments in Contemporary Puerto Rico
Puerto Rican/Latin American Studies Government 242/Government 242/
History 242 U.S.Foreign Policy in Latin America

Part Two. Distribution Requirements

Subtotal: 12

Select two in each category

Category A Latin America/Caribbean

Puerto Rican/Latin American Studies Anthropology 145
Puerto Rican Culture and Folklore
Puerto Rican/Latin American Studies History 104/History 104 History
of Puerto Rico
Puerto Rican/Latin American Studies History 166/History 166
History of the Caribbean Islands
Puerto Rican/Latin American Studies History 260/History 260
History of Contemporary Cuba
Puerto Rican/Latin American Studies History 261/History 261
Revolution and Social Change in Contemporary Latin America
Puerto Rican/Latin American Studies History 263/African-American
Studies History 263 African Heritage in the Caribbean
Puerto Rican/Latin American Studies History 265/History 265
Class, Race and Family in Latin American History

Puerto Rican/Latin American Studies History 267/History 267
History of Caribbean Migrations to the United States
Puerto Rican/Latin American Studies Justice 220
Human Rights and the Law in Latin America
Puerto Rican/Latin American Studies Justice 230/African-American
Justice Studies 230 Comparative Perspectives on Crime in
the Caribbean
Puerto Rican/Latin American Studies Justice 250
Drugs, Crime and Law in Latin America
Puerto Rican/Latin American Studies Literature 101
Poetry and Drama from the Mid-19th Century to Date
Puerto Rican/Latin American Studies Literature 102
Puerto Rican Narrative from the 1940s to the Present
Puerto Rican/Latin American Studies Music/Music 110
Popular Musics of the Caribbean
Puerto Rican/Latin American Studies Sociology 245
Dominican Society and Identity
Puerto Rican/Latin American Studies Sociology 255
The Latin American Woman

Category B Latinas/os in the United States

Puerto Rican/Latin American Studies Corrections 201
Latinas/os in the Correctional System
Puerto Rican/Latin American Studies Justice 322 Civil Rights and
Civil Liberties in the Urban Latina/o Communities
Puerto Rican/Latin American Studies Justice 325
The Latina/o Experience of Criminal Justice
Puerto Rican/Latin American Studies Literature 107
Criminal Justice Themes in Puerto Rican Poetry and Drama
Puerto Rican/Latin American Studies Literature 108
Criminal Justice Themes in the Puerto Rican Essay, Short Story and
Novel
Puerto Rican/Latin American Studies Literature 217/Drama 217/
Spanish 217 Latina/o Theater in the USA
Puerto Rican/Latin American Studies Sociology 241 The Puerto Rican
Latina/o Experience in Urban United States Settings
Puerto Rican/Latin American Studies Sociology 321
Puerto Rican Latina/o Community Fieldwork

PART THREE. Distribution Requirements

Subtotal: 6-9

Select an additional two or three

Puerto Rican/Latin American Studies 290 Special Topics
 Puerto Rican/Latin American Studies Seminar 401 Seminar
 in Latina/o Issues: Gender, Race, Ethnicity and the Legal System
 Puerto Rican/Latin American Studies Independent Study 489
 Independent Study and Research

Total: 24-27

CUNY BACCALAUREATE PROGRAM

Established in 1971, the CUNY Baccalaureate Program (CUNY BA/BS Program) is a small, University-wide alternate degree program intended for self-directed, academically strong students who have well-formulated academic goals. Students who are admitted to the program develop their own area of concentration with guidance from a CUNY faculty member who agrees to serve as their mentor. Students also complete the program's liberal arts core and other degree requirements. Although students in the program are matriculated at one CUNY college, they are free to pursue their studies and take courses at any other CUNY college.

To apply, students must have a clear academic goal and must have completed at least 15 college credits with a grade point average of 2.5 or higher. The CUNY BA/BS degrees are fully accredited and are awarded by The City University rather than by an individual college. The program operates under the auspices of the CUNY Graduate School and University Center.

Further information may be obtained from the CUNY BA/BS Program Office at 365 Fifth Avenue, New York, New York 10016-4309 **(212.817.8220)**. Professor Patricia Licklider (Department of English) is the Coordinator of the CUNY BA/BS Program at John Jay College **(212.237.8598, plicklider@jjay.cuny.edu)**.

CUNY ONLINE BACCALAUREATE PROGRAM

The CUNY Online Baccalaureate Program is a fully online Bachelor of Arts or Bachelor of Science degree program in Communication and Culture. The program provides students with the basis for understanding the complexities of human interaction in the modern world. This program of study is accredited by New York State and the Middle States Commission on Higher Education.

This program was established to serve the needs of working adults who, because of family or career constraints, lack the ability to attend traditional classes on a physical campus setting. This program provides an opportunity to complete the baccalaureate degree.

The program offers a wide range of traditional general education offerings in English, math, science, languages, information literacy, history, philosophy, natural sciences, and a major in communication and culture. As part of the major, course participants will research and analyze specific examples and types of cultural change and models of communication.

Further information may be obtained from the CUNY website (<http://www.cuny.edu/online>) or by calling **212.652.CUNY (2869)**.

INTERDISCIPLINARY STUDIES PROGRAM

The Interdisciplinary Studies Program offers students an opportunity to explore issues of contemporary significance from many points of view. Students in Interdisciplinary Studies enroll in a theme, which is examined through a group of related courses. Classes are small. The traditional format is varied by team-teaching, guest speakers, student debates and class discussions, as well as by the use of films, visual art, music, legal and psychological case studies and other media. To allow time for field trips to agencies, courts, museums and other places pertinent to the theme, classes are scheduled once a week for double sessions.

The Interdisciplinary Studies Program is open to any full-time or part-time student who has been accepted for admission to the College. Students may complete as many as 60 credits in Interdisciplinary Studies.

Credits earned in the program may be used to fulfill the College's general education requirements and certain requirements in most majors, and they also count as electives.

Internships

Students enrolled in the Interdisciplinary Studies Program may register each semester for 3-credit internships as part of their regular coursework. Placement is available in more than 40 organizations specializing in legal services, criminal justice, social service, and tutoring and counseling programs. Requirements include seven to eight hours of fieldwork each week, as well as preliminary and final papers and meetings with instructors.

For additional information, contact Ms. Darryl Westcott-Marshall, Department of Interdisciplinary Studies (**212.237.8462**, **dwestcottmarshall@jjay.cuny.edu**).

INTERNSHIP AND COOPERATIVE EDUCATION PROGRAMS

Internship courses provide students with an opportunity to earn 3 academic credits while gaining experience working in a field placement. An internship usually requires a minimum attendance of eight hours each week in an assigned agency. All interns, faculty, advisors and agency supervisors meet on Internship Day early each semester for a general meeting and the signing of contracts and other required forms. During the semester, students meet with faculty advisors in the required seminars and classes. To fulfill the academic requirements, students are also responsible for submitting written reports that analyze their field experiences and related readings.

Eligibility requirements for internships include completion of 30 credits and a minimum grade point average of 2.5. In special situations, letters of recommendation from faculty members and approval from the Administrative Associate for Internships may be required.

CO-OP (Cooperative Education Program)

The CO-OP Program combines academic study with paid work experience in both public and private sectors. CO-OP agreements, work and school schedules may vary by employer.

An alternating CO-OP may consist of two six-month alternating periods of paid, full-time employment and a full-time semester at the College scheduled between the two paid work periods. During their work periods, students may attend college classes on a part-time basis. After their second work period, students return to the College to complete any necessary requirements for their baccalaureate degrees.

In a parallel CO-OP, students may work part-time for the employer and attend classes full-time until they graduate.

In some federal agencies such as the U.S. Marshals Service, students start their CO-OP paid work experience in their last semester and must complete 640 hours before graduation.

In most agreements, CO-OP students are offered employment after successful completion of both their academic requirements and the work experience.

Students may apply for 3 credits per semester for work in a Cooperative Education Program. A maximum of 6 credits may be earned in this manner. To fulfill the academic requirement, participants register for the Cooperative Education courses, CEP 390 or CEP 391, described in Chapter 2 of this undergraduate bulletin.

To be eligible for a CO-OP internship, a student must have completed at least 60 credits with an overall grade point average of 3.0.

Students interested in the Cooperative Education Program should apply to Ms. Prem Sukhan, Director of the Office of Internship and Cooperative Education (**212.237.8437**, **psukhan@jjay.cuny.edu**). Students must supply a copy of their transcript when applying.

RONALD E. McNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM

The McNair Program is a federally funded program. It is designed to increase the participation of student who are first generation, low-income and/or from underrepresented groups (African-American, Hispanic, Native American and Pacific Islander) in graduate education, particularly in doctoral programs.

Student participants, known as *McNair Scholars*, receive mentoring, specialized academic and career counseling, tutoring and graduate school preparatory seminars, assistance in obtaining financial aid for graduate study, and assistance in applying for and obtaining admission to graduate school. McNair Scholars also earn 3 credits for their participation in a research seminar during the spring semester. First-year scholars receive summer stipends and second-year scholars receive spring semester stipends while they participate in research apprenticeships with faculty mentors. Students who have a genuine interest in pursuing a doctoral degree, a grade point average of 3.0 or better, junior or senior status, and who are low income, first-generation college students and/or members of a group underrepresented in graduate education are eligible.

For additional information and an application for the McNair Program, please call **212.237.8760**.

SEEK PROGRAM (Search for Education, Elevation and Knowledge)

SEEK is a program established by the New York State Legislature for the senior colleges of The City University of New York to assist in providing higher educational opportunity to students who otherwise would not have such access.

SEEK is a four-year college program of special assistance for students to overcome educational, economic and social disadvantages. The program provides concentrated and specialized counseling, additional instruction, tutorial services and financial aid. Students who utilize such assistance can achieve a quality college education and expand their social and career capabilities.

Eligibility

Under the provisions of the New York State Education Law, students must meet certain residence, academic and financial criteria for admission to the program.

Residency

Applicants must be United States citizens, or have permanent-residence status, and must be New York State residents for at least one year.

Academic

Applicants must be graduates of approved high schools or must hold New York State high school equivalency diplomas, or their equivalent, as determined by the New York State Commissioner of Education. Except for veterans who have earned up to 18 college credits prior to their entry into the service, applicants may not have previously attended a college or any other post-secondary educational institution.*

For purposes of eligibility, students are considered in need of academic support if they have received a general equivalency diploma or do not meet the academic admission requirements established for CUNY senior colleges.

Students are eligible for admission to the SEEK Program at John Jay College only if they apply for a major offered at the College.

* Transfer applications are accepted from students who were previously enrolled in EOP and HEOP. College Discovery students may transfer if they meet CUNY opportunity program transfer requirements.

Financial

For financial criteria, see the Pell, SEEK and TAP entries in Chapter 9, Financial Aid.

Application Procedure

Application forms, which are incorporated into the City University Application, are available at all New York City high schools and at John Jay College. Individuals seeking admission to the program must complete the City University Application Form including the section for "SEEK/College Discovery." Completed applications should be sent to the University Applications Processing Center, P.O. Box 136, Bay Station, Brooklyn, New York 11235.

For information, contact Dr. Schevaletta Alford, Director of the SEEK Program (**212.237.8171**, calford@jjay.cuny.edu). For financial information, contact Ms. Fay Williams, APTS/SEEK Financial Aid Coordinator (**212.237.8164**, fwilliams@jjay.cuny.edu).

CERTIFICATE

DISPUTE RESOLUTION CERTIFICATE PROGRAM

The Dispute Resolution Certificate Program offers training in the techniques of dispute resolution, the theory and the methods of defusing conflicts. The program is designed to provide students with an understanding of the conceptual issues involving conflict and conflict management, the skills required to act effectively as a dispute resolver, and internship opportunities for the application of knowledge and skills.

Upon successful completion of coursework and a practicum, matriculated students receive a certificate in dispute resolution from John Jay College, authorized by the Board of Trustees of The City University of New York and the New York State Department of Education.

Please note: Students cannot earn both the minor and the certificate in Dispute Resolution.

Credits required. 30

Prerequisite: Sociology 101. This course partially fulfills the College's general education requirements in the social sciences. Individual courses may have their own prerequisites. Students are advised to carefully read all course descriptions in this undergraduate bulletin when planning their programs, and should consult with the program coordinator.

Program Coordinator/Advisor. Professor Maria Volpe, Department of Sociology. (212.237.8692, mvolpe@jjay.cuny.edu).

Credits

Subtotal: 9

Part One

Required

Sociology 206 Sociology of Conflict and Dispute Resolution
Sociology 380 Sociology Laboratory in Dispute Resolution Skill Building
Sociology 381 Internship in Dispute Resolution

Part Two

Subtotal: 15

Select five

Anthropology 330 American Cultural Pluralism and the Law
Drama 325 Drama Techniques in Crisis Intervention
Economics 275 Games, Decisions and Strategy
Philosophy 105 Critical Thinking and Informal Logic
Philosophy 310/Law 310 Ethics and Law
Police Science 202 Police and Community Relations
Psychology 236 Group Dynamics
Sociology 202/Psychology 202 The Family: Change, Challenges and Crisis Intervention
Sociology 290 Selected Topics in Sociology
Various Departments: Fieldwork Practicum

Part Three

Subtotal: 6

Select two

African-American Studies Sociology 121 African-American Community Issues
African-American Studies Sociology 215 The Police and the Ghetto
Anthropology 315 Systems of Law
Economics 280 Economics of Labor
Government 206 Urban Politics
Government 290 Selected Topics in Government
Government 430 Problems in Civil Rights and Civil Liberties
Law 206 The American Judiciary
Psychology 243 Theories of Personality
Puerto Rican/Latin American Sociology 241 The Puerto Rican/Latina/o Experience in Urban United States Settings
Sociology 160 Social Aspects of Alcohol Abuse
Sociology 305 Sociology of Law
Sociology 308 Sociology of Violence

Total: 30

4 Academic Resources

ACADEMIC RESOURCES

Academic resources at John Jay include Academic Facilities, Academic Advisement Services, Academic Support Services and Career Development Services.

ACADEMIC FACILITIES

Lloyd George Sealy Library

212.237.8246

libref@jjay.cuny.edu

Located in spacious quarters on the first two floors of Haaren Hall, the Lloyd George Sealy Library houses the foremost collection of criminal justice materials in the world. Boasting more than half a million books, periodicals, microforms, films and digital collections, the Library integrates historical and contemporary materials to present a balanced view of the criminal justice field. John Jay and CUNY faculty and students as well as scholars, practitioners and members of the legal community from all over the world use this Library.

The main strength of the Library is in criminal justice, fire science, forensic psychology, forensic science, public administration, social sciences and related fields. Resources are extensive and support the research needs of undergraduate and graduate students, faculty and criminal justice agency personnel. The Library holds a number of unique special collections directly related to the mission of the College. Trial transcripts of the New York criminal courts dating from the 1890s to 1927 provide a rich source for the study of history, sociology and law; an extensive collection of police department annual reports from all over the United States invites quantitative and comparative studies. There is also a significant body of material dealing with alcoholism and substance abuse. The Library's extensive media collection of approximately 3,000 items has many rare titles and supports classroom instruction. More than 6 million volumes of books in 20 separate CUNY libraries supplement the Library's print resources.

The Lloyd George Sealy Library maintains its own website (**www.lib.jjay.cuny.edu**), providing the entryway to its digital collections. These include more than 50 general and specialized databases; the full text of more than 25,000 journals and newspapers; U.S. and foreign legal materials; more than 8,000 electronic books; an electronic reserve collection; and a growing collection of images and text digitized from our special collections.

Students can avail themselves of these resources from off campus utilizing the Library's proxy server at any hour of the day or night. More than 100 networked computers providing access to this material, the online catalog and the Internet are located on the Library's upper level, along with a classroom equipped for hands-on instruction in utilizing these digital resources.

Personal and professional papers of individuals who have made significant contributions in fields of concern to the College — Burton Turkus, Lewis Lawes, Flora Schreiber, Robert Martinson, Richard Dugdale and Gary McGivern, to name a few — as well as archives of social, political and investigative agencies, add to the prestige and scope of the collection.

Specialized reference librarians are available to assist Library users with research questions or with using the databases. Circulation and print reserve services are located at the entry level, along with a computer lab for word processing and other office functions; reference collections and administrative offices are on the upper level. The circulating collection, arranged in open stacks to encourage browsing, is housed on both levels. Student study areas are interspersed throughout the Lloyd George Sealy Library.

Instructional Technology Support Services

212.237.8047

itss@jjay.cuny.edu

Instructional Technology Support Services (ITSS) serves as the open-access computing facility for all currently enrolled undergraduate and graduate students. ITSS supports a wide range of software applications, programming languages, tutorial software and course-related programs as well as access to the Internet and to the World Wide Web. Manuals and

user documentation are available. Consultants are available to provide technical assistance and answer user questions.

ITSS also supports the College e-training program, course and departmental Web pages, and is a leader in piloting new technologies for campus use. Hands-on workshops in software applications, World Wide Web technology, and computer maintenance are held each semester for faculty, staff and students. A current workshop schedule may be found on the College website under “Instructional Technology Support Services.”

ITSS is the site license coordinator for CUNY-purchased, university-wide software licenses. All site-licensed software is for on-campus use by faculty, staff and registered students.

In addition, ITSS houses the Cisco Local Academy and the Microsoft IT Academy, which provide continuing education programs in computing, networking, security and wireless technologies. Instructional Technology Support Services is open day and evening hours Monday through Thursday and during the day on Friday and Saturday.

ACADEMIC ADVISEMENT SERVICES

Students are encouraged to consult regularly with members of the faculty regarding course and program requirements, academic progress, and plans for study in graduate and professional schools. In addition, the College provides the following advisement services.

ACADEMIC ADVISEMENT

For Freshmen

212.237.8120

The Office of Freshman Services provides advisement and program planning for entering and continuing freshmen who are not in SEEK or Interdisciplinary Studies.

For New/Entering Transfer Students

212.237.8873 — Admissions

212.237.8111 — Counseling

The Office of Admissions provides transfer credit evaluation workshops by invitation for new transfer students. Prior to registering, students receive a preliminary evaluation of academic work completed at previous colleges. Students may call to speak with an admissions representative.

The Counseling Department also helps transfer students access the resources and opportunities at the College. This department provides orientation support; personal, academic, and career development workshops; sophomore peer mentors advisement; and referral services. Students are encouraged to call a member of the Counseling Department for assistance.

For SEEK Students

212.237.8169

Students accepted to the SEEK Program either as freshmen or transfer students are assigned to a SEEK counselor in their first semester. All students in the SEEK Program can schedule counseling appointments with the SEEK Department.

For Students in the Interdisciplinary Studies Program

212.237.8462

The Interdisciplinary Studies Department provides advisement for students enrolled in Interdisciplinary Studies.

For Sophomores, Juniors and Seniors

212.237.8111

The Department of Counseling provides general advisement for upper-division students not enrolled in the SEEK Program. Appointments can be made at the Counseling Information Office. Advisement specific to majors and academic programs is provided by faculty advisors in the majors and programs. To find the name of a major advisor, consult Chapter 1 of this undergraduate bulletin under the name of the major. Advisors for programs, certificates and minors are identified in Chapter 3 of this undergraduate bulletin.

Associate Degree Advisement Office

212.237.2777 or 212.237.2131

Funded through the Carl D. Perkins Vocational and Educational III Grant, the College offers personal counseling and academic advisement services to students who are placed in an associate degree program. Services include career advisement workshops, tuition-free courses during intersession and summer sessions, luncheons and social events.

Pre-Law Institute

212.237.8116

John Jay students and alumni interested in pursuing a career in law can avail themselves of the services provided by the College's Pre-Law Institute. Established in 2005, the Institute advises students on appropriate undergraduate studies; offers a series of workshops for the John Jay community; hosts an annual Law Day that focuses on the law school admissions process and career opportunities for lawyers; and assists students with all aspects of the law school application process.

Health Professions Advisor

Chairperson of Department of Sciences

212.237.8884

Students interested in pursuing careers in the health professions — medicine, dentistry, optometry, osteopathy, podiatry or veterinary medicine — are able to fulfill the necessary academic requirements at John Jay. Anyone considering these professions should consult with the health professions advisor who serves as the liaison to the professional schools. The advisor will assist these students in planning their academic programs to achieve their goals. Professional schools require all applicants to have a fundamental knowledge of biology, chemistry, physics and mathematics. These subjects are part of the standardized tests that applicants take at the end of their junior year. Because test results, applications and the advisor's letter of recommendation are usually forwarded by the beginning of the senior year, it is strongly advised that students begin science preparation in the freshman year with Biology 103–104, Chemistry 103–104, and Mathematics 241–242. The health professions advisor is also chairperson of the Department of Sciences.

ACADEMIC SUPPORT SERVICES

Center for English Language Support (CELS)

212.237.8041

The Center for English Language Support (CELS) provides instructional assistance to non-native, English speaking students. Instruction is related to academic English language development with emphasis on writing. Each semester, CELS offers individual and small-group tutoring sessions and workshops on topics ranging from improving sentence structure to preparing research papers. Instructors with graduate degrees in teaching English as a second language conduct the tutoring sessions and workshops.

CELS also has a large inventory of online instructional modules targeting academic English language skills.

In addition to instructional services, CELS provides testing and placement services for incoming non-native, English speaking students in order to determine their level of English proficiency and to recommend appropriate courses. Professional advice is provided to students on how to study academic English in a second language context. Students are requested to schedule tutoring appointments and register for workshops in advance.

Writing Center

212.237.8567

The Writing Center provides tutoring and writing consultation to all undergraduate and graduate students enrolled in the College. Trained tutors work with students on conceptual and sentence level skills, rules of grammar and style. The Center emphasizes formulating a thesis, organizing and developing ideas, documenting American Psychological Association (APA) style, evaluating evidence and revising a paper, and writing specific to the disciplines. State-of-the-art computers, grammar-writing software and a small specialized library of books on writing are available. Students may be referred to the Center by members of the faculty, or arrange tutoring sessions themselves. Throughout the year, the Writing Center offers numerous writing-oriented workshops, some specific to writing in the individual disciplines, as well as intensive CUNY Proficiency Exam (CPE/ACT) preparation. All are conducted by faculty and staff and are open to all students.

Reading and Study Skills Center

212.237.8126 or 212.237.8123

The Reading and Study Skills Center is open to every student enrolled at the College. All students registered in COM 101 and 102 are required to complete 10 hours of independent study in the center. Students experiencing difficulty fulfilling the reading requirements of their courses and those who have yet to pass the CUNY Skills Assessment Tests (CSATs) are interviewed and tested by a staff member of the Reading Center, who provides a weekly tutorial plan. Students enrolled in COM 110 and 120 use the center. All undergraduate and graduate students may avail themselves of these services. The center is located in the Department of Communication and Theatre Arts.

Mathematics/Science Resource Center

212.237.2869

The Mathematics/Science Resource Center provides tutoring primarily to students who are taking MAT 105, 108, 141, or higher-level mathematics courses. Tutoring services are also available for Forensic Science and Fire Science majors who are taking biology, chemistry, and/or physics courses. The center is equipped with microcomputers and related software and peripherals, that are available to students and faculty for coursework and research projects when they are not serving instructional purposes. A tutor coordinator is available for consultation on how best to support your learning.

Learning Enhancement Center (LEC)

212.237.8019

learningcenter@jjay.cuny.edu

The Learning Enhancement Center provides tutoring in remedial and college-level mathematics courses. For the CUNY COMPASS Mathematics test, MAT 100, 103, 104, 105, 108, 241, 242 and 243, STA 250, and preparatory courses are available to all John Jay students. The center's computer lab is open to all John Jay students.

Collegiate Science and Technology Entry Program (CSTEP)

Chairperson of the Department of Sciences

212.237.8884

Collegiate Science and Technology Entry Program (CSTEP), a program funded by the New York State Department of Education, is designed to assist undergraduate and graduate students who are economically disadvantaged, or who are members of minority groups historically underrepresented in the scientific, technical, and health professions. CSTEP provides students with testing, counseling, tutoring, special coursework, and enrichment activities such as lectures and trips to educational facilities. For information, contact the chairperson of the Department of Sciences.

Louis Stokes Alliance for Minority Participation (LSAMP)

Chairperson of the Department of Sciences

212.237.8884

The LSAMP program is designed to strengthen the preparation and increase the number of minority students who successfully complete baccalaureate and master's degrees in science, technology, engineering and mathematics (STEM) fields. The program provides student enrichment

and direct student support in the form of stipends for tutoring, work in laboratories, and summer internships in university, research, or corporate settings. For information about the LSAMP program at John Jay College, contact the chairperson of the Department of Sciences.

Foreign Language Lab

212.237.8031

Individual and small group tutoring is available by appointment for students enrolled in any foreign language course at the College.

CAREER ADVANCEMENT

Office of Career Development Services

The Office of Career Development Services includes the Job Assistance, Career Advisement and Study Abroad Programs.

Job Assistance Program

212.237.8754

careers@jjay.cuny.edu

The Job Assistance Program of the Office of Career Development Services aids students and alumni seeking employment through its employment bank which lists job openings for city, state and federal agencies as well as private companies nationwide. Students must present a validated John Jay College I.D. card or alumni card in order to gain access to these postings. The job listings are regularly updated to provide students with the opportunity to apply for these competitive positions in a timely manner.

Its On-Campus Recruitment Program provides opportunities for recruiters to visit the campus and meet with students. The Resume Referral Service assists students and alumni in reviewing and improving their resumes. When approved by a career development specialist, the Resume Referral Service facilitates submission of resumes to prospective employers.

The Job Assistance Program also provides information on resume and cover letter preparation, interviewing skills, professional attire, job search techniques and referrals for other professional development assistance.

Career Advisement Program

212.237.8441

The Career Advisement Program of the Office of Career Development Services provides students with the information and skills required for successful job placement. The staff assist students with resume preparation and interview skills development. In addition, the program sponsors an annual career fair attended by recruiters from criminal justice and public administration agencies, private corporations, nonprofit foundations, graduate schools and law schools.

Study Abroad Information Program

212.237.8871

The Study Abroad Information Program of the Office of Career Development Services offers information and guidance to students in applying to various study abroad programs, host and sponsor institutions, housing, regional health issues, medical insurance and budgetary issues. Students receive pre-departure orientation, academic advisement for transferring credits earned abroad and reentry adjustment advisement. The office also serves as a liaison between students and the following offices: Registrar, Admissions, Student Financial Services and Bursar. Students must submit a personal statement and references.

College Opportunity to Prepare for Employment (COPE) Program

212.237.8018 or 212.237.8017

The College Opportunity to Prepare for Employment (COPE) Program, a joint initiative of The City University of New York (CUNY) and the City of New York's Human Resources Administration (HRA) Family Independence Administration (FIA), provides comprehensive support services to students receiving public assistance so that they may successfully complete their college degree program and obtain gainful employment leading to economic self-sufficiency. Additionally, COPE provides support to low-income student parents with a minor child who are at or below 200 percent of the federal poverty level. Program participants are offered employment counseling, job placement services, individual resume and cover letter preparation assistance, interview skills coaching, incentives for qualifying working students, individualized academic advisement, help with resolving on-campus issues, professional development workshops, and access to special opportunities.

COPE also acts as a liaison between students and the following HRA agencies: Training Assessment Group (TAG), Income Support Centers/ Job Centers, Food Stamp Centers, Agency for Child Development (ACD), Office of Employment Services and other social service agencies. COPE assists students in resolving issues with these agencies, completing necessary forms and explaining HRA mandates.

Professional Development Program (PDP)

212.237.8305

The Professional Development Program (PDP) is designed to enhance the professional knowledge and skills of John Jay College students and alumni. PDP provides students with information about the proper protocols for excelling in the workplace. PDP offers small group workshops that focus on professional etiquette, interview skills, workplace skills, interactive computer career preparation, a comprehensive career library and a resume/cover letter critique service. A comprehensive library with interactive computer career programs is also available.

PDP maintains a computer laboratory where students can conduct job searches utilizing the Internet, compose resumes/cover letters using resume software, learn about interviewing techniques, utilize interactive computer career preparation software and prepare other professional development materials. Students may also use the facsimile services to submit their job applications.

International Studies & Programs

212.484.1339

klewandoski@jjay.cuny.edu

The Office of International Studies & Programs works with faculty and students to identify, create, and seek funding for international opportunities. These opportunities include study and research abroad, international internships, the John Jay College-sponsored international conference, and the creation of international networks of scholars, organizations and institutions.

The office provides faculty with advice and assistance in projects that seek to internationalize the curriculum and the campus, to establish collaborative research ties, to identify grant and fellowship support, and to design research and study abroad opportunities for students. For students, the office provides information and advice about international programs, opportunities and funding sources.



5 Admissions and Registration

The City University of New York (CUNY) maintains a central processing center for all applications to its colleges. This application process takes place through the University's online application, which is available through CUNY's website at www.cuny.edu. All students must use this online process.

Office of Undergraduate Admissions

John Jay College of Criminal Justice

Room 4205

445 West 59th Street

New York, New York 10019

212.237.8865

www.jjay.cuny.edu

ONE STOP

North Hall Lobby

212.663.7867

<http://onestop.jjay.cuny.edu>

One Stop is a multi-service center where students can obtain admissions, bursar, registrar, financial aid and testing information in one convenient and central location.

Hours: Fall and spring semesters when classes are in session

Monday – Thursday 9:00 AM – 7:00 PM

Check the Academic Calendar at www.jjay.cuny.edu for dates when classes are not in session.

This chapter outlines requirements and procedures for admission consideration to all undergraduate programs including regular and special programs for matriculated students (freshman, transfer, SEEK, international students, public safety personnel), visiting students, non-degree students and senior citizens.

MATRICULATED STUDENTS

A matriculated student is accepted and recognized by the College as working toward a degree. Students can attend John Jay on a full-time or part-time basis and be considered matriculated students.

Students can apply for admission as matriculated students in the following categories:

- **Freshman**
- **Transfer**
- **Search for Education, Enlightenment and Knowledge (SEEK)**
- **International Students**
- **Public Safety Personnel**

REQUIREMENTS FOR ADMISSION

Freshman

All entering freshman-applicants are considered for admission based on their high school academic average, academic units, SAT or ACT scores and/or GED scores. A diploma from an accredited high school, an equivalency diploma, or a diploma from a United States Armed Forces Institute is required for entrance to the College. A high school certificate or an Individualized Education Program (IEP) diploma is not acceptable.

An applicant for freshman admission must present evidence of having received a high school diploma from an accredited high school. Students from non-English speaking countries must take the Test of English as a Foreign Language (TOEFL) examination (see the International Students section for details). All baccalaureate students must take the Scholastic Aptitude Test (SAT) or ACT prior to admission.

An applicant who does not meet these criteria may be accepted into an associate degree program.

Transfer

Students who have attended a college or post-secondary institution must have a minimum cumulative grade point average (GPA) of 2.0, based on the total number of credits they have attempted/completed. Prospective transfer students with fewer than 24 credits must have a minimum GPA of 2.0, and the prerequisite high school average and academic units for admission to a baccalaureate program.

Visiting Students

Visiting students are individuals who wish to attend John Jay College while being matriculated at another college. Generally, visiting or permit students must meet the same requirements to register for specific courses as John Jay College students.

All City University of New York visiting students (permits) must apply via the ePermit system of the University at www.cuny.edu. Students must log into the portal and then click on ePermit. This electronic process allows students to select courses and apply for permission from both the student's home college and John Jay College.

Students from outside CUNY must first seek permission from their own college to take courses at John Jay College. The Visiting/Non-Degree Application is available online at One Stop: <http://johnjay.jjay.cuny.edu/os/>. The completed application, accompanied by the application fee of \$25 should be submitted to the Office of Undergraduate Admissions.

Non-degree Students

Non-degree students are accepted on a semester-to-semester basis, depending on space availability. New non-degree students must apply through the Office of Undergraduate Admissions. Students must provide verification of high school graduation or a Graduate Equivalency Diploma (GED), as well as transcripts from all colleges previously attended. Non-degree students must meet the academic achievement standards established for matriculated students.

Senior Citizens

Senior citizens (age 62 or older) are permitted to audit undergraduate courses at senior colleges on a space available basis, without tuition and fees. Enrolling in a course on an audit basis gives students the right to attend and participate in all aspects of the course without receiving credit for the course. At the conclusion of the course, students are assigned a grade of "AUD," which will appear on their permanent record at the College. The course, however, will have no credit attached to it and will not count toward any degree/certificate program offered by CUNY.

Senior citizens may opt to enroll for credit bearing courses, but must do so on the same basis as other matriculated students by paying the applicable tuition charges and related fees.

ACADEMIC SKILLS REQUIREMENTS

For Entering Freshmen

As mandated by the Board of Trustees of The City University of New York, all new students are required to meet minimal standards in three skills areas: reading, writing and mathematics, before enrolling in a CUNY senior college. Students can demonstrate that they meet the University's skills requirement based on SAT, ACT, or New York State Regents test scores or through the CUNY Skills Assessment Test (CSAT).

Unless a student is otherwise exempt, the CUNY Skills Assessment Test (CSAT) scores will determine if the student meets the minimal competency mandated by The City University of New York. Students who do not meet the requirements must enroll in an Associate Degree Program and receive appropriate instruction that will assist them in achieving the required academic standards. Students who do not pass any of the CSAT tests will be eligible for additional preparation through the Summer Academy and will have the opportunity to be retested.

CUNY Skills Assessment Test Exemptions

All students must take the CUNY COMPASS Test in mathematics. This examination is used for placement purposes for students who are otherwise exempt.

For entering freshman and transfer students

- Entering freshman and non-CUNY transfer students with less than 45 credits are exempt from the CUNY Skills Assessment Test in Reading and Writing (CSAT) if they can document any one of the following: SAT I verbal score of 480 or better; ACT English score of 20 or better; New York State English Regents score of 75 or higher.
- Non-CUNY transfer students with 45 or more credits are exempt from the CSAT; but they are required to take the COMPASS test for Mathematics Placement.
- Entering freshman and non-CUNY transfer students with less than 45 credits are exempt from the CUNY Skills Assessment Test in Mathematics if they can document any one of the following: SAT I math score of 480 or better; ACT math score of 20 or better; New York State Regents score of 75 or higher in one of the following: Math A, Math B, Sequential II or Sequential III.
- Students who have earned a bachelor's degree and are pursuing a second degree are not required to take the CUNY Skills Assessment Tests. However, students from international institutions may be required by the College to take the tests upon entry in order to help the College determine their placement in mathematics or language skills courses.

For further information on the CUNY Skills Assessment Test, call

212.237.8108.



APPLICATION PROCEDURES

Freshman

All entering freshman (students without prior College experience except for Advanced Placement and College NOW credit) must apply to The City University of New York through the University Application Processing Center (UAPC). The Freshman Application can be completed online at the CUNY portal website, www.cuny.edu.

Applications are not accepted or processed at John Jay.

In addition to completing the online application, students must:

- Request that all official high school transcripts be sent to UAPC
- Request that SAT or ACT scores be sent to UAPC (To request SAT scores, students may use a single CUNY college choice code or the **University's code, 2115**. Students should use only one code.)
- If the student is a GED holder, photocopies of the GED scores and diploma must be sent to UAPC along with all high school transcripts.

International students must also provide the following:

- Photocopies of secondary school documents/transcripts, mark sheets, and/or diploma
- A copy of the TOEFL exam, if applicable

Admission to the College is based on a student's high school average in academic courses, SAT or ACT scores and the number of academic units the student has taken in high school. UAPC processes admissions on a rolling basis. Students admitted early to the College receive preferred schedules by virtue of early admission to the College.

Transfer Students

Students who have attended another accredited college or university may transfer to John Jay College and must apply to The City University of New York through the University's Application Processing Center (UAPC). Students who have earned at least 24 credits and have a 2.0 GPA on a scale of 4.0 will be evaluated based on their college credentials. Students with less than 24 credits will be evaluated based on their high school record in conjunction with their college credentials. The Transfer Application can be completed online at the CUNY portal website www.cuny.edu.

In addition to completing the application, students must also provide the following:

- Transcripts from previous colleges attended
- All official high school transcripts
- If the student is a GED holder, photocopies of the GED scores and diploma must be sent to UAPC along with all high school transcripts.

International students must also provide the following:

- Photocopies of secondary school documents/transcripts, mark sheets and/or diploma
- Translations of all foreign language documents
- A copy of the TOEFL exam, if applicable

Transfer Students: Direct Admission

Prior to the beginning of each semester, the College makes a limited number of slots available to transfer students who wish to apply directly to the College (based on space availability). Information on the availability of direct admission slots is available at the One Stop Center, **212.663.7867** or online at <http://johnjay/jjay.cuny.edu/os/>.

Police, Fire, Corrections and Court Officers and other Public Safety Employees

Police officers, firefighters, correction officers and court officers are encouraged to apply directly to the College for admission. These prospective students are admitted to the College based on their academy training. Men and women employed in criminal justice and other designated public safety agencies should apply for admission directly to the College. Application forms may be obtained in person at the **Office of Undergraduate Admissions, 445 West 59th Street, New York, New York 10019** or by calling **212.564.6529**.

International Students or U.S. Citizens and Permanent Residents Educated Abroad

Applicants with international credentials or educational documents applying for admission to the College must apply through the University Applications Processing Center (UAPC), where applications are reviewed by International Credential Evaluators. English translations of material in other languages must be submitted with the application.

For admission in September, freshmen and transfer applicants must file a completed application by October 1 of the previous year. For admission in February, freshmen and transfer applicants must file a completed application form by January of the previous year.

All applicants must present evidence of satisfactory completion of a secondary educational program acceptable to the University. Applicants with international credentials or educational documents who are applying as transfer students must also provide evidence of good academic standing at the postsecondary institution they have attended or are attending. Upon admission to John Jay College of Criminal Justice, transfer applicants must provide official course descriptions and syllabi of work already completed at the post-secondary level for evaluation by the College.

International applicants are required to take the Test of English as a Foreign Language (TOEFL) if their native language is one other than English and their secondary or postsecondary instruction was not in English. Information about the examination may be obtained by contacting **TOEFL, Educational Testing Service, Princeton, New Jersey 08541, www.toefl.org**. A computer-based score of 173 or a paper-based score of 500 is required for admission and must be reported to the University Application Processing Center using **code number 2115**.

Exemptions: Applicants who are United States citizens or permanent residents are not required to take this examination.

International students are required to obtain F1 student visa status. For further information contact the International Student Advisor in the Office of Undergraduate Admissions.

John Jay College is authorized under federal law to enroll **non-immigrant alien students**. Such students should forward either a Freshman or Transfer Application to the University Application Processing Center. All applicants must meet the academic requirements outlined on the following pages. Prospective students who wish to meet with an admissions counselor to discuss undergraduate programs should contact the Office of Admissions to schedule an appointment by calling **212.237.8873**.

ADDITIONAL CREDIT OPTIONS

Approved External Credit

Matriculated students may apply for credit for relevant work experience outside a formal college setting. A maximum of 30 credits may be obtained by examination, external credit or equivalent credit, or a combination of these.

Credit by Examination

Credit by examination refers to examinations given by various external agencies, such as the College-Level Examination Program (CLEP) of Educational Testing Service, the College Proficiency Examination Program of New York State, or the Advanced Placement Program of the College Entrance Examination Board. John Jay College's ETS code is 2115. John Jay College awards credit for the Subject Examinations listed on the CLEP application. The College, however, does not award credit for the five CLEP general examinations (English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences and History). **The minimum score needed to pass and be considered for these credits is 50.**

The CLEP examination areas are in the following subjects:

| | |
|------------------------------|----------------------------|
| American Government | English Literature |
| American History I | General Biology |
| American History II | General Chemistry |
| American Literature | Human Growth & Development |
| Analysis & Interpretation | Management |
| Calculus | Financial Accounting |
| College Algebra | Business Law |
| College Algebra-Trigonometry | Marketing |
| Freshman College Composition | Microeconomics |
| *College French | Macroeconomics |
| *College German | Introduction to Sociology |
| *College Spanish | Introduction to Psychology |
| Information Systems | Western Civilization I |
| Educational Psychology | Western Civilization II |

***Please note:** In order to receive credit for Foreign Language CLEP Exams, students must pass both the CLEP exam and a composition exam given by appointment by the Department of Foreign Languages and Literatures. If a student does not pass the composition portion of the exam, an appeal can be placed by notifying the department. The student's composition will then be assessed by an additional faculty member.

For languages other than those taught at John Jay College, students may apply to a CUNY College that does teach that language for a composition exam. The results will be sent to the John Jay College foreign language department. If the language to be tested is not taught within CUNY, the student can be tested by New York University for a fee.

For additional information on credit by examination, contact the CLEP Administration Center at **800.257.9558** or online at www.collegeboard.com/student/testing/clep/about.html.

Military Credit

Students are generally granted 4 credits for military service. The form to apply for credit for service in the United States Armed Forces is available online at <http://johnjay.jjay.cuny.edu/os/>.

External Credit for Public Safety Personnel

External credit is granted for non-collegiate education programs that the College has judged comparable in content and quality to specific courses or areas taught in its departments.

- New York City Police Department officers may receive external credit for the following courses completed with a grade of C or better at the New York City Police Department Academy, provided that these courses have not previously been completed as regular college courses: Police Science 101, 4 credits; Police Science 207, 3 credits; Law 203, 4 credits; Law 204, 4 credits; Psychology 221, 4 credits; Sociology 201, 3 credits; Physical Education 103, 113, and blanket credit, 3 credits; totaling 28 credits.
- New York City Department of Correction recruit training qualifies for external credit for: Criminal Justice 101, 3 credits; Corrections 101, 3 credits; Corrections 201, 3 credits; Corrections 282, 3 credits; Sociology, blanket credit, 3 credits; Physical Education, blanket credit, 3 credits; totaling 18 credits.
- New York City Fire Department personnel completing recruit training may receive external credit for: Fire Science 101, 3 credits; Fire Science blanket credit, 2 credits; Police Science, blanket credit, 3 credits; Physical Education, blanket credit, 2 credits; totaling 10 credits.

Graduates of the New York City Police Academy, New York City Fire Academy, or New York City Corrections Academy may be exempt from the College's general education requirements provided that they transfer with 28 credits in liberal arts courses from an accredited post secondary institution. Courses taken at the various academies may not be used toward this exemption.

- Students who have successfully completed a training program that has been evaluated by the College for the award of credit, or a program that has been recommended for the award of credit by the American Council on Education, must apply to the Office of the Registrar for the application of this credit toward the undergraduate degree. Applicants must provide documentation in support of their requests. A statement or transcript indicating subjects taken, grades received, dates of attendance, and the number of hours of participation must be sent directly to the Office of the Registrar from the agency that has provided the training.

Equivalent Credit

Equivalent credit is granted for knowledge gained from either work-related or other qualifying experience. It is the learning and not the experience itself that must be documented to prove that it is at the college level and serves as a valid substitute for the content of a specific course as outlined in this undergraduate bulletin. Students must file a formal application for credit with the Office of the Registrar and follow established guidelines.

Immunization Requirements

To attend college in New York State, proof of immunization from measles, mumps and rubella or a certificate stating the dates when you had these diseases must be presented prior to enrollment.

New York State Public Health Law also requires that all registered students complete a form acknowledging that they have:

- Received information about meningococcal disease and the vaccine
- Obtained the meningococcal vaccine within the last ten years
- **Or** decided NOT to obtain the vaccine

READMISSION

A student in good academic standing who has not registered for one or more semesters is required to file an application for readmission at least one month before the beginning of the registration period. When the application is processed, the student will receive registration instructions. Readmitted students may be subject to changes in curricular requirements instituted since their last term of attendance. The application for readmission may be downloaded from One Stop page at <http://johnjay.jjay.cuny.edu/os/>.

Students Applying for Readmission with GPA's less than 2.00

Students who wish to return to the College with a GPA less than 2.00 must submit an application for readmission through the normal process. The application is reviewed by the Readmission Committee, which assesses the student's record and makes a decision on whether the student may return to the College. As a part of the readmission process the student is then referred to a counselor (SEEK counselor for SEEK students) for a mandatory readmission session. In this session the student will receive academic advisement, assistance in developing strategies to get off of probation, review study habits and skills and plan the next semester's schedule. Students then sign a readmission agreement, which specifies the conditions of readmission and go the One Stop Service Center to register for the semester online at <http://johnjay.jjay.cuny.edu/os/>.

Students who are denied readmission through this process may submit a written appeal to the Vice President for Student Development.

OFFICE OF THE REGISTRAR GENERAL INFORMATION

Registering for Classes

All registration is dependent upon course availability and sufficiency of enrollment.

All first time freshmen must attend a special freshman registration seminar after they have completed their immunization requirement and taken CUNY Skills Assessment Tests. Freshmen attend an orientation immediately preceding the semester when they begin their studies.

The date, time and location of the orientation are available from the online Academic Calendar or by contacting the Office of Freshmen Services, **212.237.8120**.

Already enrolled students register online at <http://johnjay.jjay.cuny.edu/registrar/registrar/esims.html>.

Schedule of Classes

The Schedule of Classes, listing class meeting hours and instructors, is available online the preceding spring for the fall semester, and in late summer for the spring semester. The entire class schedule may be accessed online at www.jjay.cuny.edu and through **eSIMS**.

Change of Program

Students who register for courses during the Change of Program Period are responsible for all work assigned from the beginning of the term. They are also subject to the instructor's attendance policy, beginning with the first class meeting of the semester. Syllabi and assignments are posted on instructors' office doors or may be obtained from departmental secretaries, enabling late registrants to purchase texts and complete first- and second-week assignments. Many instructors post syllabi and course information on Blackboard, which is available through the CUNY Portal at www.cuny.edu.

Payment of Tuition

Students may view their bill on eSIMS, the University's online registration system. Payment due dates are listed prominently in eSIMS and on the Academic Calendar. Students are required to confirm their registration by either making a payment or by validating their registration online at the One Stop page on the College's website at www.jjay.cuny.edu. Students who fail to pay or validate their bill may have their registration cancelled. They are also prevented from receiving financial aid.

Students are reminded that outstanding financial obligations and John Jay Library or CUNY Interlibrary fines must be cleared before registration. Students may be barred from registration and/or graduation until these obligations are fulfilled.

ADDITIONAL LEARNING OPPORTUNITIES

Summer Sessions

Summer sessions provide students with an opportunity to take credit-bearing courses to accelerate their program of study or to concentrate on a particular subject. The sessions typically meet from early June through mid-August, and summer courses are equivalent in content, credit and classroom time to courses offered during the regular academic year. Students are limited in the number of courses they may take during the summer sessions. Variations from the policy require the approval of either the Dean of Undergraduate Studies or the Registrar.

The Summer Schedule of Classes is usually available on the College's website in March. For additional information concerning summer session, contact the One Stop Center, **212.663.7867**.

Winter Session

Between the fall and spring semesters, the College offers a three-week winter session, which is equivalent in all respects to a fall or spring semester. The schedule for the winter session is available as a part of the annual spring registration process.

Online Courses

John Jay College offers a variety of courses via distance learning. Information and a listing of online courses may be accessed on the College's Home Page under Current Students and Course Search.

For additional information, contact Katherine Killoran, Academic Director of Undergraduate Studies, **212.237.8263**, kkilloran@jjay.cuny.edu.

RESIGNATION

Students are academically and financially responsible for all courses for which they register. A student who is unable to meet attendance requirements may request to resign from a course by written application. Appropriate forms are available online at One Stop. Students should be aware that any resignation may affect financial aid and loan deferment eligibility.

The following details the various resignation options:

- Students may add and drop courses during the first week of the semester either online through eSIMS or at the One Stop Service Center in the North Hall Lobby. Tuition is adjusted automatically according to the College's policy on tuition and fees. During the second and third weeks of the semester, students may drop courses electronically through eSIMS or at the One Stop Service Center. Tuition charges are adjusted according to the refund schedule published in Chapter 8, Tuition and Fees. Students should refer to the Academic Calendar on the College's Home Page, www.jjay.cuny.edu, for specific tuition liability dates.
- From the fourth to tenth weeks of the semester, students can resign from a course without academic penalty if they file an Application for Resignation signed by the appropriate course instructor with the Office of the Registrar.
- Requests to resign after the tenth week must include medical, occupational, psychological, or other appropriate documentation. Such resignations must be approved by the Registrar.
- Failure to attend class and subsequent failure to withdraw officially can result in a grade of WU (see Chapter 6, Academic Standards).
- Students withdrawing from all courses are required to have an exit interview with a member of the counseling staff.
- In unusual cases, such as those arising from illness or military service, requests for retroactive resignation (resignation after the completion of a semester) may be filed with the Vice President for Enrollment Management. Such applications must include substantial documentation. These applications are reviewed by a committee and the student is notified of the decision in writing.
- The grade of W awarded for an approved resignation is not computed in the student's grade point average.

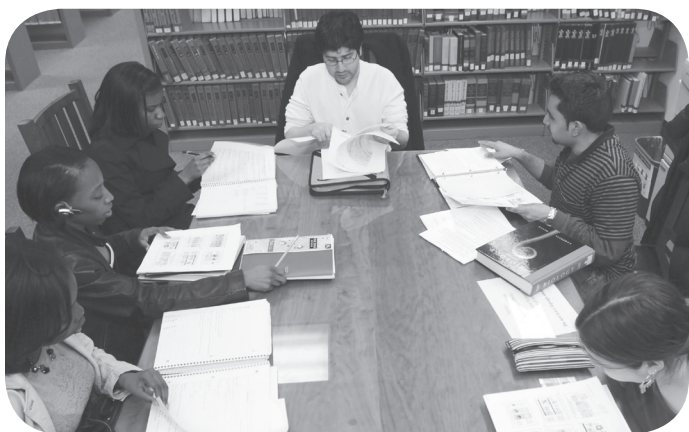
6 Academic Standards

GENERAL INFORMATION

Student Responsibilities

Students are responsible for fulfilling the admission, course and program prerequisites and the degree and graduation requirements. Students are also responsible for observing the college deadlines, policies, rules and regulations published in this bulletin.

The Registrar is responsible for enforcing all academic rules. Appeals of rules and regulations should be addressed and filed in writing with the Registrar.



GENERAL REGULATIONS

Official Class Standing

Each matriculated (degree candidate) student is considered to be in one of eight classes, according to the number of credits that have been earned.

| Class | Credits |
|-----------------|-------------|
| Lower-Freshman | 0 – 14.9 |
| Upper-Freshman | 15 – 29.9 |
| Lower-Sophomore | 30 – 44.9 |
| Upper-Sophomore | 45 – 59.9 |
| Lower-Junior | 60 – 74.9 |
| Upper-Junior | 75 – 89.9 |
| Lower-Senior | 90 – 104.9 |
| Upper-Senior | 105 or more |



Maximum Number of Courses in a Term

Freshmen and sophomores are permitted to register for five courses each semester; juniors and seniors may register for six. Sophomores, juniors and seniors with grade point averages of 3.30 or above may exceed these limits by one course. The forgoing limits may be exceeded by enrolling in a physical education activity course that awards one credit. When making decisions about course load, students are encouraged to take into account factors like employment and family responsibilities, and to register for the number of courses in which they can expect to do well. Students should plan to spend at least two hours on coursework outside of class for every hour they spend in class.

During summer sessions, students may register for up to 6 credits. However, students with a 3.30 GPA or higher may register for up to 12 credits with permission of either the Dean of Undergraduate Studies or the Registrar. Students on academic probation are not allowed to register for summer session.

Maximum Course Substitutions

Occasionally, a course required to fulfill the requirements of a major is not offered. A maximum of three course substitutions is permitted for each degree program. Course substitution forms are available at the One Stop and online at <http://johnjay/jjay.cuny.edu/os/>.

Students seeking a substitution for such a course are to consult with the appropriate department chairperson or program coordinator. The Dean of Undergraduate Studies may also approve a substitute course in the absence of the department chairperson or program coordinator.

Students on Academic Probation

Students who are on academic probation are limited to a maximum of four courses by the Academic Review Committee and are not permitted to take courses in summer session.

Course Prerequisites

Students must first fulfill the prerequisites specified for any course before they may register for it. The prerequisites required as preparation for coursework at a more advanced level are included in Chapter 2, Courses Offered, of this bulletin.

Note: English 101 is a prerequisite for all courses at the 200-level while English 102 or English 201 is a prerequisite for all courses at the 300-level or above.

Permission to register for a course without first fulfilling its prerequisite(s) may be granted, only when a course description specifies that permission of the section instructor may be granted for that purpose. In the absence of the section instructor, the chairperson of the department (or designee) may authorize the prerequisite waiver. Prerequisites may be waived only if, in the judgment of the section instructor (or the chairperson of the department or the latter's designee), the student is academically prepared for the more advanced course. The English prerequisites may only be waived by the Dean of Undergraduate Studies.

If a course is required in a major or is part of the College's general education requirements, the student must take the course *even if it was waived as a prerequisite for a particular course*.

Overall Credit Limitation

Students who have completed 144 or more credits, or who have registered for 20 or more semesters, will not be permitted to register without the approval of the Vice President for Enrollment Management. Such students must develop a plan to complete their degree requirements with the Vice President. They will be permitted to register only for those courses required for fulfillment of degree requirements.

REPETITION OF COURSES

Prohibited Repetition

A course for which credit has already been granted may not be repeated. Students will not be granted credit toward their degrees for repeated courses.

Required Repetition

Students who receive the grade of F or WU in a required course must repeat the course at the next earliest opportunity.

Students who do not pass remedial or developmental courses must re-enroll in these courses during the next semester of attendance. The following remedial or developmental courses and their SEEK equivalents are offered, among others, at the College:

English for Academic Purposes EAP 121 and 131
English-W 100/SEEK English 093 and 094
Mathematics 100/SEEK Mathematics 095
Mathematics 103

Communication Skills 101/SEEK Communication Skills 101
 Communication Skills 102/SEEK Communication Skills 102
 Speech 101

Limitation on the Repetition of Remedial and Developmental Courses

The following policy shall apply in the matter of grades assigned for remedial and developmental courses (see list in Required Repetition section of this chapter):

1. Students shall not be permitted to register at the College if they have received two F's, WU's, or R's, or any combination thereof in the same course or its SEEK equivalent.
2. After receiving two F's, WU's, or R's, or any combination thereof in the same course, students are prevented from registering at John Jay College until they pass the course at a CUNY community college. This decision is final.
3. Students wishing to continue within CUNY must apply to, and be accepted by, a community college.

Independent Study Courses

Students who wish to undertake independent study under the direction of a member of the faculty must complete an Independent Study Form obtained from One Stop or online. The form must be signed by both the faculty member and the department chair, be certified by the Registrar and accepted during the official registration period, prior to the end of the second week of class. Approval is subject to the academic prerequisites listed in the course description and the following stipulations:

1. Students must have completed 60 degree credits and have a 2.50 grade point average.
2. Students may take only one independent study course each semester, up to a total of four such courses for the duration of their undergraduate enrollment at the College.
3. The instructor must be a full-time member of the faculty.
4. The instructor cannot sponsor more than two independent study courses per semester.

Permission for exceptions to these regulations must be obtained from the department chair and the Vice President for Enrollment Management or the Dean of Undergraduate Studies prior to the registration period. Independent study courses at the 400-level require the additional approval of the Dean of Undergraduate Studies.

Permit /CUNY ePermit Courses

A permit course is a course taken at another college for which students receive credit at John Jay College. Students must adhere to the permit guidelines and follow the approval process described below.

John Jay College Permit Guidelines

1. Students who wish to take a course on permit must be currently enrolled as matriculated students and have a grade point average of 2.0 or higher. Students who have stop(s) on their record (e.g. Bursars, Financial Aid, Library, etc.) will not be considered for a permit until their stop(s) have been cleared.
2. Transfer students may not take a course on permit until they have completed at least one semester at John Jay and have posted grades.
3. Readmitted students may not take courses on permit during the same semester in which they are readmitted.
4. Students who have completed 60 credits or more must obtain permission from the Registrar to attend a community college on permit.
5. If, after having been approved to take a course on permit, the student opts not to take the course, the student must cancel the permit on the CUNY Portal. Undergraduate Forensic Science majors seeking a permit for science courses must obtain written approval from the chairperson of the Department of Sciences before the permit is considered. A permit does NOT guarantee a student a place in the class that the student wants to attend.

Approval to Take Courses on Permit at Other CUNY Colleges

The City University of New York has put in place an e-Permit system designed to help students find, receive approval for, and register for courses at other CUNY colleges. Through e-Permit, students can file an online request that will be processed online. Students are kept informed

of the progress of their permit request throughout the approval process. If a request is rejected, a student will be notified electronically of the reason for the disapproval. To access e-Permit, students must log in to the CUNY homepage (www.cuny.edu). Once on the University homepage, students will have to register initially for a Portal ID and Password, and can do so by clicking on “Register” and following the directions. Once registered and logged in, students will find themselves on their own “My Page,” which has a link to the e-Permit system prominently displayed.

Through the e-Permit website, students can find listings and descriptions of courses at all CUNY colleges. The CUNY online schedule of classes is accessible through the e-Permit site. **It is the student’s responsibility to find out if a selected course is being offered in that semester, whether it fits into the student’s schedule, and whether seats are still available.** Students are required to use the e-Permit application on the e-Permit website (www.cuny.edu) for all CUNY permit courses. Please note that students are required to submit one e-Permit application for each course they wish to take on permit. When a permit is approved students will be notified by the host college when they can register. Students must then register for the course at the host college.

Once the permit is approved to another CUNY institution, the credits will be posted to the student’s tuition bill. ***Payment must be made in full at the Bursar’s Office or One Stop before a student can register at the host institution.***

All notifications are e-mailed directly to the student’s home college e-mail address. All grades (A to WU) of courses taken on permit at CUNY colleges will be posted to the student’s record and computed into the overall grade point average. Students receiving a failing grade (WU, F) for a course taken on permit **will not** benefit from the CUNY F-grade policy.

Approval to Take Courses on Permit at Non-CUNY Colleges

All students seeking a permit to a **non-CUNY** institution must make an appointment to see the permit coordinator at the Office of the Registrar. Students must bring a copy of the most recent college catalog of the institution they plan to attend to the appointment. The catalog must have course descriptions of the classes.

Students planning to take courses on permit at a **non-CUNY** educational institution while enrolled at John Jay College must obtain permission via a paper permit in advance from the Office of the Registrar. Guidelines are available at the Office of the Registrar or by visiting the Registrar’s Office site on the College’s home page, www.jjay.cuny.edu.

Permits to **non-CUNY** Institutions require that payment be made at the host institution. Students will be liable for the tuition rate of the college they plan to attend.

Students are responsible for arranging to have an official transcript sent from the host institution to John Jay College.

ATTENDANCE

Standard Courses

Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may result in the loss of financial aid. The number of absences that constitute excessive absence is determined by the individual instructor, by posting or placing attendance guidelines at the beginning of the semester in the syllabus for the course.

Remedial and Developmental Courses

In remedial and developmental courses, students are automatically considered excessively absent if their absences exceed the number of times a class meets in any two-week period and are not eligible for passing grades. In classes that meet once a week, more than two absences are considered excessive. In classes that meet twice a week, more than four absences are considered excessive. In classes that meet three times a week, more than six absences are considered excessive.

The remedial and developmental courses are:

English for Academic Purposes EAP 121 and 131

English-W 100/SEEK English 093 and 094

Mathematics 100/SEEK Mathematics 095

Mathematics 103

Communication Skills 101/SEEK Communication Skills 101

Communication Skills 102/SEEK Communication Skills 102

Speech 101

ACADEMIC INTEGRITY

Note: The information that follows is excerpted from the CUNY Policy on Academic Integrity.

See the Appendix of this bulletin for the complete text of the John Jay College Policy on Academic Integrity, including sanctions, and the complete text of the CUNY Policy on Academic Integrity.

DEFINITIONS AND EXAMPLES OF ACADEMIC DISHONESTY

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take home assignment or examination
- Using notes during a closed book examination
- Taking an examination for another student, or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else's work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments

Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

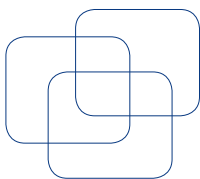
Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials
- Depriving other students of access to library materials, by stealing, destroying, defacing, or concealing them
- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam
- Intentionally obstructing or interfering with another student's work

Falsification of Records and Official Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization
- Falsifying information on an official academic record
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document



GRADES

Grades for courses that have been completed through the final examination are as follows:

| Grade | Numerical Value | Explanation |
|-------|-----------------|--------------|
| A | 4.0 | Outstanding |
| A- | 3.7 | Excellent |
| B+ | 3.3 | Very Good |
| B | 3.0 | Good |
| B- | 2.7 | Marginal |
| C+ | 2.3 | Satisfactory |
| C | 2.0 | Satisfactory |
| C- | 1.7 | Poor |
| D+ | 1.3 | Poor |
| D | 1.0 | Poor |
| D- | 0.7 | Poor |
| F | 0.0 | Failure |
| P | — | Pass |
| PEN | | |
| INC | | |
| W | | |
| WU | | |
| WA | | |
| AUD | | |
| R | | |
| F | | |
| WU | | |
| NGR | | |

Explanation of Grades

| | |
|---------------|---|
| A, A- | Excellent |
| B+, B, B- | Very Good |
| C+, C | Satisfactory |
| C-, D+, D, D- | Poor <i>Passing, but too many of these grades can lead to dismissal from the College because of a low grade point average.</i> |
| F Failure | <i>An F is not erased when the course is repeated and passed.</i> |
| P Passing | <i>The P grade is not computed in the grade point average and is authorized only for:</i> <ol style="list-style-type: none"> 1. Remedial and developmental courses 2. Non-remedial courses for which the P grade is designated in the course description in this bulletin 3. Courses taken on a Pass/Fail Option |

OTHER GRADES

Grade of AUD (Senior Citizen's Audit)

The grade of AUD is assigned when a senior citizen registers for a course. Enrolling in a course on an audit basis gives the student the right to attend and participate in all aspects of the course *without receiving credit* for the course. The course will not count toward any degree or certificate program offered by The City University of New York.

Grade of INC (Incomplete)

The grade of INC (Incomplete) is given by an instructor *only* when there is reasonable expectation that a student will successfully complete course requirements. If this grade is unresolved by the end of the following semester, it will automatically be converted to the grade of F.

Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.

Resolving the grade of INC through make-up examinations

The procedure outlined here is initiated when a student has received the grade of INC because of absence from a final examination.

All make-up final examinations given after the completion of the semester are processed and administered by the Office of the Registrar. The scheduled date for make-up examinations is published in the Undergraduate Academic Calendar on the College's home page (www.jjay.cuny.edu). Students must submit applications at least two weeks prior to the examination date. Applications require the written authorization of the course instructor together with the required fee. Students are required to present their College I.D.'s for admission to make-up examinations.

Grade of W (Withdrawal)

The grade of W indicates withdrawal without penalty. It is assigned by the Office of the Registrar upon approval of an Application for Resignation filed by the deadline as indicated in the Undergraduate Academic Calendar (usually in the tenth week of classes). A grade of W is not computed in the grade point average. W grades may affect student eligibility for financial aid.

Grade of WA (Administrative Withdrawal)

The grade of WA is assigned by the Office of the Registrar when a student fails to comply with the Proof of Immunization Policy of the College. The grade of WA is not computed in the grade point average. WA grades may affect student eligibility for financial aid.

Grade of WU (Withdrew Unofficially)

The grade of WU is assigned by the instructor when a student has never attended class or has ceased attending class before the tenth week of the semester and has not submitted an Application for Resignation to the Office of the Registrar. The grade is computed as a failure (0.0) in the grade point average, which may result in the adjustment of financial aid funds. Students who want to withdraw from a class are therefore advised to submit an official Application for Resignation to One Stop prior to the end of the tenth week of classes.

Grade of PEN (Pending)

The PEN grade is recorded when a faculty member suspects or determines that an academic integrity violation has taken place, which warrants formal intervention. The faculty member submits a Faculty Report of Alleged Violation of Academic Integrity Policies to the Academic Integrity Officer of the College, who notifies the Registrar so that the Registrar can record a PEN grade to prevent withdrawal from the course by the student in question. A PEN grade is removed or changed when the applicable consultation, appeal, and/or adjudication processes are complete. In the event that the alleged violation is withdrawn in the student's favor, the student will have the right to withdraw from the course based on the date that the violation form was filed. For further details on the PEN grade, see the John Jay College Policy on Academic Integrity in the Appendix of this bulletin.

Grade of R (Repeat)

The R grade is assigned to students who have attended class regularly and completed course requirements but have not demonstrated sufficient progress to justify a passing grade. The grade is awarded only for remedial or developmental courses. This grade is not computed in the grade point average. Students who receive the grade of R must repeat the course in the very next semester of attendance.

Pass/Fail Option

Upon completion of 60 credits, students with a grade point average of 2.0 and higher may take one course a semester under a Pass/Fail Option, for a total of four such courses. The Pass/Fail Option may be applied to all courses except courses satisfying the College's general education requirements and courses in the student's major. Application for the Pass/Fail Option must be made at One Stop before the conclusion of the second week of classes; in summer session, at the end of the first week of classes; and in winter session before the third class. Once granted, this option is irrevocable. Grades of P received for a Pass/Fail Option are not computed in the grade point average. Grades of F are computed as a zero in student grade point averages.

Remedial and Developmental Courses

The only grades authorized for the courses listed below are P, R, F, W, WU, and INC. However, at the discretion of certain academic departments, the grade of A may be given in place of the grade of P.

English for Academic Purposes EAP 121 and 131

English-W 100/SEEK English 093 and 094

Mathematics 100/SEEK Mathematics 095

Mathematics 103

Communication Skills 101/SEEK Communication Skills 101

Communication Skills 102/SEEK Communication Skills 102

Speech 101

Change of Final Grade

Application for a change of grade assigned by a member of the faculty may be made at any time within one year from the end of the semester in which the course was taken. This request may be made by either the student or the instructor. The procedures outlined below apply to the change of grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, WU and P.

Application for Change of Final Grade

Students seeking a change of a final grade must file a Request for Change in Grade Form with the Office of the Registrar, which will forward the form to the appropriate instructor. If the requested change is approved, the faculty member enters the change on the form, has it countersigned by the department chairperson, and returns it to the Office of the Registrar, which will enter the change in the student's record.

Faculty members who initiate such a change must file a Change of Grade Form, including the reason for the change, have the application countersigned by the department chairperson, and forward the completed form to the Office of the Registrar, which will process the change and notify the student.

Appeal for Change of Final Grade

In the event that the faculty member reaffirms the final grade, the student has the right to appeal to the Grade Appeals Committee of the relevant department. To initiate this procedure, the student must first appear at the Office of the Registrar to request this further review. The Office of the Registrar forwards the pertinent materials to the departmental Grade Appeals Committee and notifies the instructor of the action. A meeting is scheduled at a time convenient to all so that both parties may present their positions. The Grade Appeals Committee submits its decision and reasons for its judgment in writing to the Office of the Registrar. *The decision of this committee is final.*

Change of INC to Administrative F

The grade of F is assigned by the Office of the Registrar when an INC (Incomplete) remains unresolved at the end of the semester following the term in which the course was taken. Students have up to one year after the completion of the semester to have the INC/F changed.

Appeal by Student

The student should contact the instructor or the department chair in the absence of the instructor, to appeal the grade of F resulting from an unresolved Incomplete. If both the instructor and the student agree on the course of action, the student completes the coursework, and a Change of Grade Form is filed with the Office of the Registrar. This process must be completed within one year after the last day of classes of the semester in which the Incomplete was received.

Students who have extraordinary circumstances may appeal the deadline in writing to the Dean of Undergraduate Studies for transmittal to the Faculty Grade Appeals Subcommittee of the Academic Standards Committee. *The decision of this subcommittee is final.*

Appeal by Faculty

An appeal instituted by a member of the faculty to change an administrative F must indicate that the work required to resolve the INC grade was in the instructor's possession prior to the deadline date.

Grade Point Average (GPA)

The grade point average is computed by multiplying the numerical value of grades A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F and WU with the number of credits of each course, which yields the number of quality points. The number of quality points is then divided by the total number of attempted credits to yield the grade point average. For example, the grade point average of a student who has attempted 30 credits with grades ranging from A to WU is calculated as follows:

| Number of Credits | Grade | Quality Points |
|-------------------|------------|----------------|
| 6 | X A (4.0) | = 24.0 |
| 3 | X A- (3.7) | = 11.1 |
| 4 | X B+ (3.3) | = 13.2 |
| 3 | X B (3.0) | = 9.0 |
| 3 | X C+ (2.3) | = 6.9 |
| 8 | X C (2.0) | = 16.0 |
| 1 | X D (1.0) | = 1.0 |
| 1 | X F (0.0) | = 0.0 |
| 1 | X WU (0.0) | = 0.0 |
| 30 | | 81.2 |

The total number of quality points – 81.2 – divided by the total number of attempted credits – 30 – yields a grade point average of 2.70.

Repetition of Failed Courses and the Grade Point Average

Beginning in the fall 1990 semester and in any semester thereafter, the grade of F or WU is not computed in the grade point average when a student repeats the failed course and receives a grade of C- or better. The original F or WU, however, remains on the student's official transcript. The number of failing credits that can be omitted from the grade point average in this manner is limited to 16 for the duration of the student's undergraduate enrollment in the institution.

Grade Point Average Required for Enrollment in Graduate Courses

Seniors with a grade point average of 3.0 or higher may, upon the recommendation of the academic department concerned and the approval of the Dean of Graduate Studies or the Registrar, enroll for a maximum number of 6 credits of graduate courses for undergraduate credit at no additional fee.

Only one 3-credit graduate course may be taken in a semester. These courses may not count toward the master's degree if they have served to fulfill baccalaureate degree requirements.

RETENTION STANDARDS**Grade Point Average Required for Continued Enrollment**

Students must meet specific grade point average requirements at specific levels of credit to remain in good standing.

| Credits Attempted | Minimum Cumulative GPA Required |
|-------------------|---------------------------------|
| 0–12 | 1.50 |
| 13–24 | 1.75 |
| 25 and above | 2.00 |

Academic Probation

Students with grade point averages that fall below the required minimum may be placed on academic probation. During this probationary period, students who make satisfactory academic progress will continue to maintain their academic standing with the College and their concurrent eligibility for financial aid.

Probation Students

All probation students will be assigned a probation advisor. Students should meet with their advisors several times during the semester. Advisors will support students in making good academic progress in their classes, prepare them for registration, and help students in planning their course of study. Students who have less than 30 credits should contact the Office of Freshman Services (**212.237.8120**). Students who have over 30 credits should contact the Department of Counseling (**212.237.8111**).

Dismissal

The academic records of students who fail to meet the minimum retention standards are reviewed each semester by the Academic Review Committee, which determines whether there has been satisfactory progress toward meeting required standards. Students who, in the judgment of the committee, have not made adequate progress are dismissed from the College. Upon dismissal, a student may not enroll at John Jay College for at least one year. There is no presumption that students will be readmitted after one year.

Students who receive two Fs, WUs or Rs, or any combination thereof in remedial or developmental courses, are not permitted to continue at the College. (For a list of these courses, see the Remedial and Developmental Courses section of this chapter.) Students may not appeal the denial of registration. Students may apply for readmission after completing the equivalent remedial or developmental course at a community college.

Students who do not pass the CUNY Assessment Tests by the 60th credit may be barred from registering until they pass the CSAT.

Reinstatement after Dismissal

Students who have been dismissed from the College because of academic failure may seek reinstatement after one year. The process for reinstatement is initiated by the submission of an application for readmission and payment of a \$10.00 processing fee to One Stop. Deadline dates are available on the Academic Calendar on the College's home page, www.jjay.cuny.edu. Deadlines are strictly enforced. Students are encouraged to reapply as early as possible. The application is reviewed by the Readmissions Committee, a decision is made and the student is notified in writing.

Students who are considered appropriate candidates are referred to a counselor (SEEK Counselor for SEEK students). For more information see Chapter 5, Admissions and Registration. A student approved through this process is admitted to the College on academic probation and must follow the plan developed in the counseling interview which is formalized as a signed agreement. Failure to meet the conditions of this agreement may result in permanent dismissal.

GRADUATION

Students are encouraged to use *DegreeWorks*, an online tool, to track their academic progress towards graduation. *DegreeWorks* is available through the CUNY Portal at www.cuny.edu.

Requirements

Candidates for the associate degree must complete at least 60 credits and candidates for the baccalaureate degree must complete at least 120 credits to obtain a degree. All degree candidates must have completed all required courses, fulfilled the requirements of their majors, achieved at least a cumulative grade point average of C (2.00), and cleared all financial accounts with the College. Students are required to complete at least 30 credits at John Jay as well as 50% of their major. Students are also required to pass the CUNY Proficiency Examination (CPE) to receive any undergraduate degree.

Candidates for degrees are reminded that grades of INC assigned during the last semester of attendance in courses required for graduation will result in the postponement of their graduation.

Application

Candidates must submit applications for their degrees by the date prescribed in the Undergraduate Academic Calendar (available on the College's Home Page at www.jjay.cuny.edu). Spring semester candidates must demonstrate the potential for satisfying the requirements of the degrees for which they apply.

Commencement

Participation in the annual spring commencement ceremony is accorded to students who have been awarded the associate or baccalaureate degree the previous August or February, and to students who are certified by the Office of the Registrar to complete their degree requirements by the end of the spring semester.

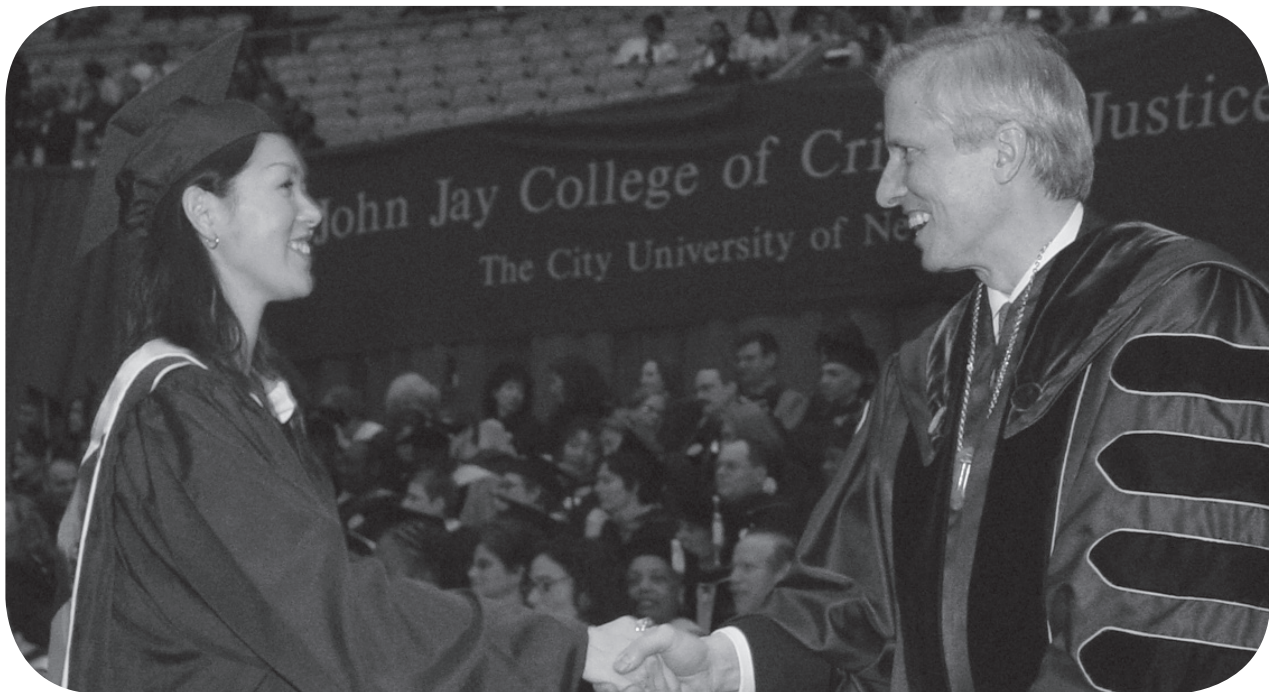
Diplomas

Students are advised in writing where they may pick up their diplomas. Prior to picking up their diplomas, students must clear all outstanding obligations to the College including exit interviews for loan programs. Outstanding obligations to the College will prevent students from receiving verification of their graduation.



7 Academic Honors, Awards & Special Opportunity Programs

The College recognizes its outstanding students in a variety of ways: placement on the Dean's List, granting of general college honors and honors in the major, induction into honorary societies and admission to special programs that enhance a student's education by providing opportunities for faculty mentorship, advanced research and/or other individualized projects.



SPECIAL OPPORTUNITY PROGRAMS

Ronald McNair Program

Department of African-American Studies

Application required

This program aims to foster graduate education, especially in a doctoral program of study for students who first-generation, low-income and/or from underrepresented groups (African-American, Hispanic, Native American and Pacific Islander). To apply for this program, a student must be entering junior year with a 3.0 grade point average or better, must come from a low-income background and be a first-generation college student or member of a group under-represented in graduate education. For an application, please call **212.237.8760**.

HONORS PROGRAM

Application required

Open to entering freshmen, the John Jay College Honors Program seeks to provide cultural, social and academic opportunities to exceptionally motivated undergraduates. Eligible students will be invited to apply to the program prior to enrolling in their freshman year. Students admitted to the program will complete 30 credits of honors coursework in special honors sections of courses that fulfill the College's general education requirements. Honors Program students write a senior thesis and are encouraged to present their honors research at a national conference. For an application, please call **212.237.8553**.

DISTINGUISHED STUDENTS PROGRAM

Application required

The Distinguished Students Program is designed to support academically gifted students and to refine their leadership potential as public servants. The program provides participants with an enriched educational experience that incorporates service activities such as peer tutoring and mentoring as well as leadership training and research internships. Each year, approximately 20 entering freshmen are selected for participation in the program. Distinguished students are offered two tuition-free courses each summer that are not open to the general college population. They also have priority scheduling for course registration and are eligible for on-campus employment. For an application, please call **212.237.8553**.

HONORS

Dean's List

Students are eligible for the Undergraduate Dean's List if they have:

- Passed or been exempted from all three skills assessment exams (reading, writing and mathematics)
- Earned a 3.35 cumulative GPA and a 3.5 GPA calculated over the past academic year
- Had no grade of INC or WU during the past academic year
- Taken 18 credits during this period, none of which consisted of pass/fail, remedial or developmental coursework

The Undergraduate Dean's List is based upon the credits and grade point average recorded by the Office of the Registrar at the conclusion of the spring term for the previous academic year, a period that includes the summer session(s), fall term and spring term. Designation for the Undergraduate Dean's List is finalized on June 30 and published during the subsequent fall semester. For more information, please call **212.237.8553**.

Graduation with Honors

Baccalaureate students qualify for three levels of academic honors awarded at graduation:

- *Summa cum laude* (with highest distinction), awarded to students whose cumulative grade point averages are at least 3.8
- *Magna cum laude* (with great distinction), awarded to students whose cumulative grade point averages are at least 3.5
- *Cum laude* (with distinction), awarded to students whose cumulative grade point average is at least 3.2

This distinction will be noted on the student's transcript.

To be eligible for graduation with honors, a student must complete at least 56 credits at the College. Students who entered the College with an associate degree qualify for these honors with a minimum of 52 credits earned at the College. All courses and earned grades obtained at John Jay enter into the computation of the GPA.

Academic Honors, Awards & Special Opportunity Programs

Honors in the Major

To qualify for honors in the major, a student must have completed the credit requirements for the major and have earned at least a 3.5 cumulative grade point average in courses above the 100-level in the major. Credit for courses required as prerequisites for major courses and transfer credits applied to the major will not be calculated into the major cumulative grade point average. Students must have also earned at least a 3.2 overall cumulative grade point average. This honor will be noted on the student's transcript.

Valedictorian and Salutatorian

The valedictorian and salutatorian for commencement exercises are chosen from among the June baccalaureate candidates and the graduates of the previous August and February. The two students with the highest grade point averages are awarded these distinctions.

In the event of identical grade point averages, the students with the greatest number of credits earned at John Jay College (up to 120 credits) will be designated valedictorian and salutatorian. In the event that two students have identical grade point averages and have earned the same number of credits at the College (up to 120 credits), they will be declared co-valedictorians and no salutatorian will be designated. In the event that three or more students have identical grade point averages and have earned the same number of credits at the College (up to 120 credits), the valedictorian and salutatorian will be selected by the Committee on Undergraduate Honors, Prizes and Awards.

HONOR SOCIETIES

The following Honor Societies have chapters at John Jay College. For more information about them, please call **212.237.8553**.

Alpha Phi Sigma: Eta Phi Chapter

National Criminal Justice Honor Society

In 2006, John Jay established a chapter of Alpha Phi Sigma, the nationally recognized honor society for students in the criminal justice sciences. The honor society is open to those with a declared Criminal Justice major or minor. The society recognizes the achievement of academic excellence by undergraduates as well as graduate students of criminal justice. To become a member, students must have completed 40 credits at the College,

with a minimum of 3.2 overall grade point average (GPA) and a 3.2 GPA in criminal justice courses. Students must also rank in the top 35 percent of their classes and have completed a minimum of four courses within the criminal justice curriculum.

Phi Eta Sigma

National Freshman Honorary Society

In 1999, John Jay College established a chapter of Phi Eta Sigma. As the oldest and largest national freshman honor society, Phi Eta Sigma encourages and rewards academic excellence among first-year students in institutions of higher learning. Membership is open to individuals who have earned grade point averages of 3.5 or better during one or both semesters of their freshman year as full-time students, have passed or been exempted from all three placement exams, and have not been registered for any remedial or developmental courses during the freshman year.

Pi Alpha Alpha

National Honorary Society for Public Affairs and Administration

In 1977, John Jay College established a chapter of Pi Alpha Alpha, the National Honorary Society for Public Affairs and Administration. Under the auspices of the National Association of Schools of Public Affairs and Administration (NASPAA), this honorary society encourages and rewards scholarship and accomplishment among students and practitioners of public affairs and administration; promotes advancement of education and scholarship in the art and science of public affairs and administration; and fosters integrity and creative performance in the conduct of governmental and related public service operations.

Psi Chi

National Honorary Society for Psychology

A chapter of Psi Chi was established at John Jay College of Criminal Justice in May 1974. Selection for membership is based upon the student's academic record in psychology (with a minimum of 12 credits), as well as the overall class standing. Membership is open to undergraduate and graduate students, as well as to faculty members in the Department of Psychology.

AWARDS

The Malcolm/King Leadership Award

Department of African-American Studies

In honor of Dr. Martin Luther King and Malcolm X, John Jay College established the Malcolm/King Leadership Award. The award encourages graduate and undergraduate students majoring in Criminal Justice to pursue careers in the social sciences; to engage in social activism; to strive for academic excellence and to foster an awareness of the many social issues that affect the communities in which they live, work and attend school. To be eligible for this award, undergraduate students must have completed 24 credits with a minimum grade point average of 3.0. Graduate students must have completed 12 credits with a grade point average of 3.5. Both groups must either be taking or have successfully completed three ethnic studies courses. In addition, a 350-500 word essay on a pre-selected topic is required. For more information, please call **212.237.8764**.

Undergraduate Research Initiative

To encourage and support undergraduate research, the College has established two award programs. For more information about these programs, please call **212.237.8553**.

- **Undergraduate Research Incentive Award**

Nine awards in the amount of \$2,000 each will be granted to undergraduate students who participate in research projects under the supervision of a faculty member. Where appropriate, Institutional Review Board (IRB) approval is required. Eligibility requirements include full-time status (a minimum of 12 credits) and a minimum cumulative GPA of 3.7. All undergraduates including BA/MA students are eligible to apply.

- **Young Scholars Award**

Students who present faculty-supervised research at national conferences are eligible for a \$1,500 award to offset travel costs. Students are asked to present a travel budget and show evidence that their research was accepted for presentation.

GRADUATION AWARDS

To be eligible for graduation awards, students must complete at least 56 credits at John Jay College (52 credits for those who entered the College with associate degrees) with a minimum grade point average of 2.0.

Note: some awards require a higher grade point average. Awards that support graduate studies must be used beginning no later than the fall semester of the fourth academic year following graduation.

CUNY BA/BS Distinguished Scholar Award

One award is given to a CUNY/BA and one to a CUNY/BS student with the highest grade point average upon graduation.

Distinguished Service Awards

Application required

The John Jay College Committee on Undergraduate Honors, Prizes and Awards grants the Distinguished Service Awards each year to five graduating seniors who have made significant contributions of service to the College. Applicants must have a minimum grade point average of 2.0.

Albert Elias Memorial Award

Department of Law, Police Science and Criminal Justice Administration

This award was established in memory of Professor Albert Elias by his family and the Department of Law, Police Science and Criminal Justice Administration. An expert in correctional studies, Elias pioneered guided group interaction as an intervention to rehabilitate juvenile delinquents. The award is presented to the graduating correction officer with the highest cumulative grade point average.

Phillip Gisses Award

Department of Public Management

This award was established by Associate Registrar Emerita Jennie Gisses in memory of her husband. It is given to the graduating senior who is a member of the New York City Fire Department or who has the highest grade point average in the Fire Science major. The faculty of the Department of Public Management selects the award winner.

Academic Honors, Awards & Special Opportunity Programs

Graduate International Student Award

A one-time \$2,000 award will be granted to a John Jay undergraduate international student beginning graduate studies at John Jay. The international student with the highest undergraduate grade point average will receive this award.

Richard Henry Hommel Award

Department of Communication and Theatre Arts

The Richard Henry Hommel Award was established by alumnus Richard W. Hommel in memory of his son. The award is given to a graduating senior who has made an outstanding contribution to theatrical performances at the College. The faculty of the Department of Communication and Theatre Arts selects the award winner.

Lawrence J. Kaplan Humanities Award

Established by Professor Emeritus of Economics Lawrence J. Kaplan, the award is presented to a graduating senior who has shown excellence in the study of the humanities. Winners are nominated and selected by faculty members, with the participation of Professor Kaplan.

Ruth S. Lefkowitz Mathematics Prize

Department of Mathematics and Computer Science

This prize was established by Charles S. Lefkowitz in honor of his wife, Professor Emerita Ruth S. Lefkowitz, former chairperson of the Department of Mathematics. The award is presented to a graduating senior for outstanding academic performance in the Computer Information Systems major. The faculty of the Department of Mathematics and Computer Science selects the award winner from nominees with the highest grade point averages in the Computer Information Systems major.

Bernard Locke Award

Department of Psychology

The Department of Psychology established this award in memory of Bernard Locke, professor of psychology and former dean of students. This award is presented to a graduating senior selected by a faculty committee of the Department of Psychology for outstanding achievement in psychology.

Howard Mann Humanitarian Award

Application required by March 1

This award was established in memory of Dr. Howard Mann, scholar, counselor, educator, humanitarian, associate professor and dean of students (1971–79). The award is presented to a graduating senior who has unselfishly and voluntarily worked for the welfare of others. The Committee on Undergraduate Honors, Prizes and Awards selects the award winner. For an application, please call **212.237.8553**.

Jerome Metzner Award

Department of Sciences

The Department of Sciences established this award in memory of Jerome Metzner, professor of biology. This award is given to the graduating senior who has demonstrated academic excellence in the Forensic Science major. The faculty of the Department of Sciences selects the annual winner.

Robert S. Morrow Prize

Department of Psychology

The Department of Psychology established this award in memory of Professor Robert S. Morrow, the first coordinator of the Master of Arts in Forensic Psychology Program. The award is given to one or more graduating seniors who have demonstrated academic excellence in the Forensic Psychology major. The faculty of the Department of Psychology selects the award winner.

Elaine Noel Award

Department of Psychology

The Department of Psychology established this award in 1999 in memory of Elaine Noel who served as the department's secretary from 1980 to 1996. The award is given to the forensic psychology student with an excellent record in psychology who has made a special contribution to the John Jay College community.

Leonard E. Reisman Medal

Application required by March 1

This medal was established in honor of the first president of John Jay College of Criminal Justice. It is awarded to an outstanding member of the senior class for distinguished scholarship and exceptional service to the College. The applicant must have a minimum grade point average of 3.5. For an application, please call **212.237.8553**.

Armando Rosario Memorial Award

Established by the Auxiliary Police Benevolent Association (APBA) of the City of New York, this award is given in memory of Armando Rosario, one of five New York Auxiliary Police officers to die in the line of duty. Honoring all who have given their lives, the award is presented to a graduating auxiliary police officer with a high scholastic average. The president of the APBA selects the award winner after a review of the candidate's cumulative grade point average and assignment. An interview is required.

Scholarship and Service Award

Application required by March 1

The Scholarship and Service Award is given annually by John Jay College to a graduating senior with a minimum grade point average of 3.0 who has demonstrated scholarship and outstanding service to the College. For an application, please call **212.237.8553**.

Anne Schreiber Memorial Award

Center for English Language Support

This award was established by Associate Registrar Emerita Jennie Gisses in memory of her sister Anne. It is given to a graduating senior who has made marked progress in English as a second language. The director of the Center for English Language Support selects the award winner.

Petra Shattuck Prize for Distinction in Government

Department of Government

The Department of Government established this award in memory of Professor Petra Shattuck, whose most significant work centered on the civil rights of Native Americans. The award is given to a graduating senior who has demonstrated academic excellence and distinction in the Government major. The faculty of the Department of Government selects the winner.

Alex Smith Award for Excellence in Criminology

Department of Sociology

The Department of Sociology established this award in honor of Professor Emeritus Alex Smith, one of the founders of the College. The award is given to a graduating senior with the highest grade point average in the Criminology major. The Office of the Registrar identifies award candidates and the faculty of the Department of Sociology selects the award winner.

Student Service Excellence Award

Application required by March 1

This \$1,000 award is given at commencement to a graduating senior who has contributed to excellence in the college community and who plans to continue his/her education either in graduate studies or law school. Applicants must have a minimum grade point average of 3.2. For an application, please call **212.237.8553**.

Interdisciplinary Studies Award

Department of Interdisciplinary Studies

Established by the faculty and alumni of the Department of Interdisciplinary Studies, this award is presented to a graduating senior who has demonstrated not only academic excellence but also the ability to integrate the department's various disciplines into some common understanding of the human condition. The faculty and alumni of the department select the winner.

Uniformed Fire Officers Association Award

Established in 1999 by the Uniformed Fire Officers Association, this award is presented to a New York City Fire Department officer graduating with a distinguished academic record.

Brother Wagner Award

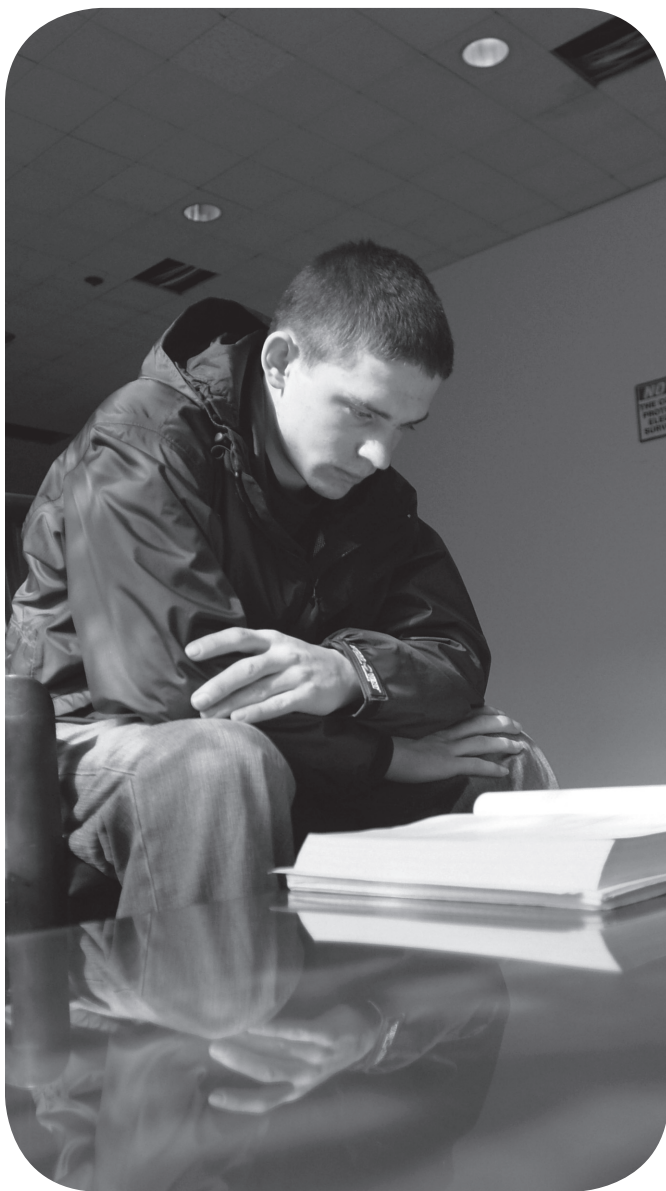
Department of Law, Police Science and Criminal Justice Administration

The Department of Law, Police Science and Criminal Justice Administration, the Wagner family, and the Order of Christian Brothers established this award in memory of Brother Robert Wagner, Christian Brother, professor, and advocate for the rehabilitation of adolescent offenders. The award is given to the graduating senior with the highest grade point average in the Correctional Studies major. The Registrar's Office identifies candidates and the faculty of the Department of Law, Police Science and Criminal Justice Administration selects the award winner.

Graduating Scholar Award

This award is presented to a graduating senior with the highest GPA who entered John Jay College as a freshman. The recipient is verified by the Registrar.

8 Tuition & Fees



NOTES: For the purposes of determining tuition charges, a student is considered a resident of the State of New York if the student has a principal place of abode in the State of New York for a period of at least 12 consecutive months immediately preceding the first day of classes for the semester with respect to which the residency determination is made. Such a student must state an intention to live permanently and maintain a principal place of abode in New York State. Residence in a dormitory, hotel, or other temporary housing facility does not in itself establish New York State residency. The College may require appropriate documentation to verify residency status.

TUITION

Tuition rates for graduate students are established by the Board of Trustees of The City University of New York. All fees and tuition charges listed in this bulletin and in any registration materials issued by the College are subject to change without prior notice by action of the Board of Trustees of The City University of New York.

In the event of any increase in fees or tuition charges, payments already made to the College will be treated as partial payment. Students will be notified of the additional amount due and the time and method of payment. Students who have not paid all fees and tuition by the time indicated will not be considered registered and will not be admitted to classes.

Current Rate Schedule

New York State Residents

| | |
|---------------------------------------|--|
| Full-time Matriculated Student..... | \$2,000 per semester (12 – 18 credits) |
| Part-time Matriculated Student..... | \$170 per credit hour (fewer than 12 credits) |
| Non-degree students..... | \$250 per credit hour |
| Senior Citizens Auditing Courses..... | \$65 |

Out-of-State Residents

| | |
|---------------------------|-----------------------|
| Matriculated Student..... | \$360 per credit hour |
| Non-degree students..... | \$530 per credit hour |

NOTE: BA/MA students are charged graduate tuition for credits taken after 120 credits. This additional tuition charge begins in the semester in which the student registers for the 120th credit.

TUITION REFUNDS

Students who drop courses during the refund period (first three weeks of the semester) will automatically be processed for refunds based on the date of the transaction. The date on which the application is filed is considered to be the official date of the transaction. Non-attendance in classes does not waive the tuition liability incurred at registration. Students should allow approximately eight weeks for refund checks to be processed and mailed.

Resignations

In the case of resignation from a course or courses during the semester (filed with the Office of the Registrar through eSIMS), the following rate schedule applies:

Resignation

Before the first day of classes

100 percent reduction in tuition liability

Within the first week of classes

75 percent reduction in tuition liability

Within the second week of classes

50 percent reduction in tuition liability

Within the third week of classes

25 percent reduction in tuition liability

After the third week of classes

no reduction in tuition liability

The Summer Session and Winter Session refund schedules are listed on the Academic Calendar online.

Administrative Cancellations

Students are entitled to full refunds in the event that courses or registrations are canceled by the College

Outstanding Debts to the College

Students with outstanding debts to the College may not register for a succeeding semester until the debts are cleared. Personal checks in payment of delinquent accounts will not be accepted during the registration period. Transcripts and diplomas shall not be released with outstanding liabilities with the College.

Returned Check Policy

Checks returned unpaid to the College by a financial institution, no matter the amount or reason for the return, will automatically incur a \$15 reprocessing fee in addition to the original obligation. The Bursar will attempt to notify the student or former student who submitted the returned check to provide information on making payment. Full payment must be made within two weeks of the date of the check being returned to the College. Failure to meet this deadline will result in an additional \$15 Late Payment Service Fee and, in some cases, that account being turned over to the College's collection attorneys for appropriate action. The Bursar will not accept checks in payment of tuition or fees, even if the student wishes to use someone else's check.

If the financial institution supplies a letter to the College admitting error on its part, the student will have his/her check writing privileges restored. A student who fails to pay tuition or other obligations will be denied access to his/her records and will be prevented from registering in the future.



The City University of New York Policy on Withholding Student Records

Students who are delinquent and/or default in any of their financial accounts with the College, the University, or an appropriate state or federal agency for which the University acts as either a disbursing or certifying agent, and students who have not completed exit interviews as required by the Federal Perkins Loan Program, the Federal Family Education Loan Programs, the William D. Ford Federal Direct Loan Program and the Nursing Student Loan Program, are not to be permitted to complete registration, or issued a copy of their grade, a transcript of academic record, certificate or degree, nor are they to receive funds under the federal campus-based student assistance programs or the Federal Pell Grant Program unless the designated officer, in exceptional hardship cases and consistent with federal and state regulations, waives in writing the application of this regulation.

Special Provisions for Students in the Military

The following policies apply to students who leave CUNY to fulfill military obligations.

1. Students called up to the reserves or drafted before the end of the semester:

Grades. In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).

Refunds. A student called up to the reserves or drafted or who does not attend for a sufficient time to qualify for a grade is entitled to a **100 percent refund of tuition** and all other fees except application fees.

2. Students who volunteer (enlist) for the military:

Grades. Same provision as for students called up to the reserves.

In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).

Refunds. The amount of the refund depends upon whether the withdrawal is before the fifth week of classes.

- Withdrawal before the beginning of the fifth calendar week (third calendar week for summer sessions): **100 percent refund of tuition** and all other fees except application fees
- Withdrawal thereafter: **50 percent refund of tuition**

3. Other Provisions for Military Service:

Resident Tuition Rates. These lower rates are applicable to all members of the armed services on full-time active duty stationed in the State of New York, and their spouses and their dependent children.

Re-enrollment of Veterans. Veterans who are returning students are given preferred treatment in the following ways:

- Veterans who were former students with unsatisfactory scholastic records may be readmitted with a probationary program.
- Veterans, upon their return, may register even after normal registration periods, without incurring late fees.
- Granting of college credit for military service and armed forces instructional courses.
- Veterans returning too late to register may audit classes without charge.

Late Admissions. Veterans with no previous college experience are permitted to file applications up to the date of registration, and are allowed to begin classes pending completion of their applications and provision of supporting documents.

Readmission Fee. Upon return from military service, a student will not be charged a readmission fee to register at the same college.

Veterans Tuition Deferrals. Veterans are entitled to a one-time deferment of their tuition payment pending receipt of veterans' benefits.

New York State National Guard Tuition Waivers. Active members of the New York National Guard, who are legal residents of New York State and who do not have a baccalaureate degree, are eligible for a tuition waiver for undergraduate study.

FEES

Consolidated Fee

All students per semester/session.....\$15.00

Technology Fee

Full-time students per semester/session.....\$75.00

Part-time students per semester/session.....\$37.50

Accelerated Study Fee

All undergraduate students carrying a semester credit load in excess of 18 credits will be subject to a fee for accelerated study as follows:

19 to 20 credits..... \$100.00

21 to 22 credits..... \$230.00

23 to 24 credits.....\$460.00

more than 24 credits..... \$690.00

Student Activity Fee

Full- and part-time students per semester/session

Full-time.....\$49.60

Part-time.....\$39.85

Note: Students who register for fewer than 12 credits, or the equivalent, and subsequently register for additional credits that bring the total to more than 12 credits, must pay the additional fee required. Students who drop or withdraw from courses and reduce their credit load below the 12-credit minimum are not entitled to a refund.

Miscellaneous Fees

Payment of the following fees must be made either by check or money order.

Change of Program.....\$18.00

Duplicate I.D..... \$5.00

Duplicate Record, Bursar Receipt, or Bill..... \$5.00

Duplicate Diploma.....\$15.00

Late Registration.....\$25.00

Nonpayment Service Fee..... \$15.00

Make Up Examinations.....\$25.00

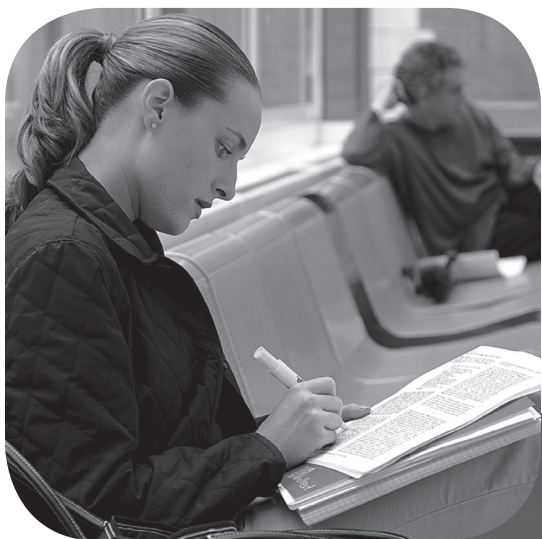
 2nd Examination \$30.00

 3rd Examination \$35.00

Transcripts.....\$7.00

(except for copies going to other CUNY colleges for which there is no charge.)

9 Financial Aid



Financial aid is available to matriculated students in the form of grants, loans, and part-time student employment (Federal Work Study). *Grants* provide funds that do not have to be repaid. *Loans* must be repaid in regular installments over a prescribed period of time. *Scholarships* are funds granted based on academic excellence. *Federal Work Study* consists of part-time employment, either on campus or in an outside agency, obtained through the Office of Student Financial Services.

Office of Student Financial Services
John Jay College of Criminal Justice
Room 3400
445 West 59th Street
New York, New York 10019
212.237.8151

Hours:

Monday, Thursday and Friday – 9:00 AM to 5:00 PM

Tuesday and Wednesday – 9:00 AM to 7:00 PM

When classes are not in session, the office closes at 5:00 PM each day.

The City University of New York uses the Free Application for Federal Student Aid (FAFSA). This application is available throughout the country. A student need only complete the form with the CUNY John Jay Federal I.D. number (002693) to apply for aid. All information will then be sent to the College electronically. Students also have the option of filing their FAFSA on the web. The web address is: **www.fafsa.ed.gov/**. The advantage of filing on the web is that the FAFSA results are sent 7 to 14 days faster than if the application is mailed.

GRANTS

ACG and SMART Grants

The U.S. Department of Education launched two new grant programs in 2006: The Academic Competitiveness Grants (ACG) and the National Science and Mathematics Access to Retain Talent (SMART) Grants.

Academic Competitiveness Grants (ACG)

An eligible student may receive an Academic Competitiveness Grant (ACG) of up to \$750 for the first academic year of study and up to \$1,300 for the second academic year of study. To be eligible for each academic year, a student must meet certain criteria including, but not limited to, being a U.S. citizen, being a Federal Pell Grant recipient, and being enrolled full-time in a degree program. Most potential recipients will be notified by the U.S. Department of Education and will be given a website link that will help them determine whether they meet eligibility requirements.

National Science and Mathematics Access to Retain Talent (SMART) Grants

An eligible student may receive a National SMART Grant of \$4,000 for each of the third and fourth academic years of study. To be eligible for each academic year, a student must meet certain criteria including, but not limited to being: a U.S. citizen, a Federal Pell Grant recipient, and enrolled full-time in a degree program. Under the National SMART Grant Program, CUNY will identify Pell-eligible federal student aid recipients who are majoring in accepted academic programs for SMART Grant eligibility.

APTS (Aid for Part-Time Study)

This grant program is for part-time matriculated undergraduate students and is financed by New York State and open only to state residents. In addition, an applicant must be a United States citizen, or have permanent resident or refugee status. Awards vary according to financial ability and the funding given to The City University of New York each year. Students must be enrolled for 6 to 11 credits.

Federal Pell Grant

This federal entitlement program was instituted to help undergraduate matriculated students meet the cost of their education. Pell grants are awarded to eligible students enrolled in a full-time program (12 or more credits). Reduced grants are available to students enrolled part-time.

Applicants must demonstrate financial need. Awards range up to \$2,025 per semester. Students must apply each year.

SEEK (Search for Education, Elevation and Knowledge)

This special program is for a limited number of students entering college for the first time who are in need of academic and economic support. To be eligible, a candidate must attend college as a full-time day student, and must be a New York State resident. Financial eligibility is determined by two factors: a correlation between a household's total annual income before taxes and the number of family members that income supports. Students who apply to the SEEK program must also file for the Pell Grant (see Pell Grant section of this chapter) and TAP (see TAP section of this chapter). Furthermore, if students show need under federal financial aid guidelines, they may be eligible for funds to cover the student activity fee and the cost of books, and may be granted a stipend (a fixed allowance that helps pay for educational expenses other than tuition). For information regarding academic criteria, see the SEEK Program information in Chapter 3.

Federal SEOG

(Supplemental Educational Opportunity Grant)

This New York State tuition grant program is available to full-time matriculated students who have been legal residents of New York State for at least one year. Awards, which range from \$250 to \$2,000 per semester, vary according to financial ability and may be used solely to pay the cost of tuition. Applicants applying as independent students must meet special requirements. Awards are granted for only eight semesters. SEEK students are eligible for 10 semesters.

TAP (Tuition Assistance Program)

This New York State tuition grant program is available to full-time matriculated students who have been legal residents of New York State for at least one year. Awards, which range from \$250 to \$2,000 per semester, vary according to financial ability and may be used solely to pay the cost of tuition. Applicants applying as independent students must meet special requirements. Awards are granted for only eight semesters. SEEK students are eligible for ten semesters.

Uniformed Services Tuition Waiver Program

This program provides waiver funds for students employed as non-supervisory personnel in New York State as a uniformed member of a police, fire, corrections, or court agency. Funding for this program varies each year.

Veterans Benefits: Montgomery G.I. Bill – Active Duty (Chapter 30)

Under Chapter 30, individuals who entered military service on or after July 1, 1985 and had their basic military pay reduced by \$100 per month for the first 12 months of service are generally eligible. Active duty for three years, or two years active plus four years in the Selective Reserve or National Guard, entitles an individual to \$985 per month basic benefits for 36 months, or the equivalent in part-time training. All questions regarding Veterans Benefits should be directed to the Office of Student Financial Services.

Veterans Benefits: Montgomery G.I. Bill – Selective Reserve (Chapter 106)

Under Chapter 106, individuals who are satisfactorily participating in required training or who are fulfilling an obligated service of not less than six years in the Selective Reserve are eligible for benefits. Eligible reservists are entitled to a maximum of 36 months of educational assistance based upon full-time training, or the equivalent in part-time training. Benefits for full-time study are presently \$276 per month. Questions regarding Veterans Benefits may be directed to the Office of Student Financial Services.

Tuition Benefits for Active New York State National Guard Members

This is a New York State tuition assistance program for active members of the New York Army National Guard, the New York Air National Guard and the New York Naval Militia. It provides tuition assistance for active members enrolled in a first degree program of study. The award covers tuition after all other financial aid has been applied to the tuition charges. Students must apply for federal and state aid and file a DMNA 96-1 form, which can be obtained from their individual National Guard unit. Continuation of the award will be dependent on good military standing, making satisfactory progress toward the degree and on maintaining good academic standing for financial aid purposes.

Vietnam Veterans Tuition Awards (VVTA) and Persian Gulf College Tuition Benefits

Vietnam veterans and veterans of the Persian Gulf War who are undergraduates may be eligible for up to \$1,000 per semester for full-time attendance and up to \$500 per semester for part-time attendance, to a maximum of \$10,000 total. They must meet specific state residency and service requirements to be eligible for this state award. Veterans can obtain an application from the New York State Higher Education Services Corporation (NYHESC), 99 Washington Avenue, Albany, NY 12255. As part of the application process, the student veteran must also apply for TAP and the Federal Pell Grant.

LOANS**Federal Perkins Loan**

This is a low-interest (presently 5 percent) federal loan made available through the College to matriculated students enrolled at least half-time (6 credits or the equivalent). Loans are awarded according to need and repayment begins nine months after graduation or termination of college attendance. The FAFSA is the application for a Federal Perkins Loan.

Federal Direct Loan Program (Subsidized and Unsubsidized)

This low-interest loan program helps students meet the cost of a college education. The Federal Direct Loan Program allows students to borrow money directly from the federal government. Students who are matriculated in degree-granting programs and are registered for at least 6 credits per semester are eligible. Students must begin repayment within 6 months after graduation or termination of college attendance and have a maximum of 10 years in which to repay the borrowed funds under the Standard Repayment Plan. There is also the Extended Repayment Plan that allows loan repayment to be extended over a period from 12 to 30 years. Other options are the Graduated Repayment Plan in which payments are lower at first and increase every two years, and the Income Contingent Repayment Plan, which bases annual payments upon the borrower's Adjusted Gross Income (AGI) and the total amount of the Direct Loans. The annual interest rate is variable, but will not exceed 6.8 percent. Federal regulations require the deduction of a 3 percent origination fee from the face value of each loan. Freshman year students may borrow \$3,500, sophomore year students \$3,500, and junior and

senior-year students may borrow \$5,500 per year. The aggregate total is \$23,000 for undergraduates. (This total includes any undergraduate Direct or Stafford loans.)

| | Base Sub/Unsub | Additional Unsub |
|---|----------------|------------------|
| 1 st year undergraduate | \$3,500 | \$4,000 |
| 2 nd year undergraduate | \$4,500 | \$4,000 |
| 3 rd year & beyond undergraduate | \$5,500 | \$5,000 |
| Preparatory coursework (for enrollment in an undergraduate program) | \$2,625 | \$4,000 |
| Preparatory coursework (for enrollment in a graduate or professional program) | \$5,500 | \$7,000 |

Military Deferment §428(b) (1) (M)
 § 455(f) (2) (C)
 §464(c) (2) (A)
 §481(d)

Effective July 1, 2006, for all three loan programs (FFEL, Direct Loans, Perkins Loans), a new military deferment has been created, effective for loans for which the first disbursement is made on or after July 1, 2001. On or after July 1, 2006, a qualified borrower may receive a deferment for a period in which he or she meets the qualifications after July 1, 2001. The deferment shall not exceed a total of three years, and applies only to periods during which borrowers are serving on active duty during a war or other military operation, or national emergency, or performing qualifying National Guard duty during a war or other military operation or national emergency. As a result, not all active duty military personnel are eligible for this new deferment.

Federal PLUS (Parent Loan for Undergraduate Students)

This educational loan enables parents of dependent undergraduate matriculated students to borrow money in order to pay for their child's education. Parents are limited in the amount that they can borrow by the "cost of their child's education" minus any other financial aid that the student is receiving. The "cost of education" includes school

related expenses as determined by The City University of New York. A credit check is performed. If the parent loan is denied, it is possible for a dependent student to borrow additional unsubsidized loans in their own name. There is an origination fee of 4 percent of the loan principal that will be deducted proportionately from each loan disbursement. The interest rate is variable and is adjusted each year but will never be higher than 9 percent. The prepayment period begins the day after the loan is fully disbursed. The first payment is due 60 days after the final loan disbursement.

SCHOLARSHIPS

For scholarship information please go to the College's scholarship information page on the Home Page at www.jjay.cuny.edu.

New York State Scholarships for Academic Excellence

This program provides scholarship assistance to outstanding New York State high school graduates. Each year, 8,000 scholarships are awarded — up to 2,000 scholarships of \$1,500 and 6,000 scholarships of \$500 to top scholars from registered New York State high schools. Awards are based on student grades in certain Regents exams. Recipients can also receive other non-loan student aid, but the total cannot exceed the cost of attendance. To apply, students should see their high school guidance counselor.

Peter F. Vallone Academic Scholarship Award

New York City high school graduates with a B average or higher who are accepted to CUNY may be eligible for this scholarship, which is funded by the New York City Council. The award is available to students who enroll full-time at any of the 17 undergraduate colleges at CUNY within a year of graduating from a public or private New York City high school. Awards are currently funded at \$1,000 per year and are renewable for the length of the degree program, as long as the student continues to meet eligibility criteria.

WORK STUDY

FWS (Federal Work Study)

This is a federal financial aid program through which a full-time or part-time matriculated student who can demonstrate financial need is provided with a part-time job either on or off campus. Students are limited to working 20 hours a week while the College is in session, but they may work up to 35 hours a week during vacation periods with the permission of the Office of Student Financial Services. The hourly pay rate ranges from \$6 to \$7 and is determined by the Office of Student Financial Services based on a combination of job location (on or off campus), job description and the student's year in college.

APPLICATION PROCEDURES

Application Forms

Applications for financial aid must be filed each academic year. Students should apply as soon as the new Free Application for Federal Student Aid (FAFSA) forms are available, which is usually in January. Applications are available online at www.fafsa.ed.gov and students receive a response when their application is received. Web access for filing applications is also available in early January. The web address is www.fafsa.ed.gov/. Students will receive a reply when their application is processed. If there are problems with inconsistent data, insufficient data, Social Security number, citizenship, Immigration and Naturalization status, or Selective Service status, the student will be notified by a separate letter and must come to the Office of Student Financial Services to make any adjustments. If a student is selected for a process called verification, a letter will also be sent and proof of income must be furnished and a verification sheet must be completed. In most instances, a signed copy of the student's and/or parent's previous year's Federal Income Tax Return is sufficient to complete the verification process.

Students who wish to apply for a Direct Loan must first submit their FAFSA application and then must complete a Direct Loan entrance counseling session on the web. The Federal Direct Loan application can be filed electronically through the CUNY Portal at www.cuny.edu. Students must login in order to submit the application.

TuitionPay Monthly Payment Plan

800.635.0120

The City University of New York and John Jay College have developed a monthly payment plan to help students finance their education. This is the TuitionPay Monthly Payment Plan. Under this plan, students pay their tuition in monthly installments. There is no interest, no finance charges, only a low enrollment fee. Information is available in the Office of Student Financial Services or TuitionPay may be contacted online at www.tuitionpay.com.

ACADEMIC REQUIREMENTS FOR FINANCIAL AID

There are academic standards that must be maintained for continued receipt of aid. At present, there are two sets of requirements, one for TAP (Tuition Assistance Program), and another for Title IV Aid, which includes Federal Pell, Federal Work Study, Federal Perkins Loan and Federal Direct Loans.

Academic Qualifications for TAP

The academic guidelines are divided into two areas: Program Pursuit and Rate of Progress. Students must follow both sets of rules in order to receive a TAP award each semester.

Program Pursuit

Program Pursuit requires all students to complete a certain number of courses each semester. A course is considered completed when a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P (Passing) or F (Failing), is awarded at the end of the semester. Grades of W (Withdrawal), WU (Unofficial Withdrawal), WA (Administrative Withdrawal) or INC (Incomplete) indicate that a course has not been completed.

Students enrolled for their first semester at the College must be enrolled for at least 3 credits and 12 equated hours to qualify for TAP. During their second semester at the College students must be enrolled for at least 6 credits and 12 equated hours to qualify for TAP. Students who are receiving a first or second semester TAP award must complete at least 50 percent (6 credits or the equivalent) of a full-time load in order to receive a TAP award for the next semester. Students who are receiving a third or fourth semester award must complete at least 75 percent (9 credits or the equivalent) of a full-time load in order to receive a TAP award for the

following semester. Students who are receiving a fifth through eighth payment must complete a full-time load (12 credits or the equivalent) in order to receive the next TAP payment. (Note: Students who have received four semesters of TAP awards as undergraduates must complete a minimum of 12 credits per semester in order to be eligible for the next TAP award.) Before withdrawing from any course, students should see a financial aid counselor in order to learn what effect the withdrawal will have on the next TAP award.

Rate of Progress

The Rate of Progress rules are in addition to the Program Pursuit rules. Students must follow both sets of rules in order to receive a TAP award each semester. Rate of Progress requires that a student earn (pass) a certain number of credits before receiving each TAP award. In addition, students must also maintain a certain grade point average (GPA).

There are academic standards that must be maintained for continued receipt of aid. At present, there are two sets of requirements, one for TAP (Tuition Assistance Program), and another for Title IV Aid, which includes Federal Pell, Federal Work Study, Federal Perkins Loan and Federal Direct Loans. The academic requirements for each award are as follows:

FIRST-TIME UNDERGRADUATE STUDENTS 2007-2008

| | | | | | | | | | | |
|--|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| To receive payment no: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| You must have completed at least this many credits in the previous payment semester: | 0 | 6 | 6 | 9 | 9 | 12 | 12 | 12 | 12 | 12 |
| You must have total accumulated credits toward your degree of at least: | 0 | 3 | 9 | 21 | 33 | 45 | 60 | 75 | 90 | 105 |
| You must have a GPA of: | 0 | 1.1 | 1.2 | 1.3 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

CONTINUING UNDERGRADUATE STUDENTS 2008-2009

| | | | | | | | | | | |
|--|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| To receive payment no: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| You must have completed at least this many credits in the previous payment semester: | 0 | 6 | 6 | 9 | 9 | 12 | 12 | 12 | 12 | 12 |
| You must have total accumulated credits toward your degree of at least: | 0 | 3 | 9 | 21 | 33 | 45 | 60 | 75 | 90 | 105 |
| You must have a GPA of: | 0 | 1.1 | 1.2 | 1.3 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

“C” Average Requirement

In addition, a student who has received four semesters of TAP payments must maintain a grade point average (GPA) of 2.0 or better. This requirement is in effect for each semester that a subsequent TAP payment is made.

Title IV Financial Aid Rules

To receive Title IV Federal Student Aid, an undergraduate student must meet at least the GPA required for good academic standing at the institution. The student must also:

1. Accumulate credits toward the degree greater than or equal to two-thirds the cumulative credits attempted at the institution
2. Not have attempted more than 150 percent of the credits required normally for the completion of the degree

Students will be measured against the satisfactory academic progress standard at the end of the spring term to determine eligibility for the receipt of Title IV student financial assistance for the upcoming year.

Financial Aid Waiver

Students who believe they are unable to meet the academic standards because of extraordinary extenuating circumstances, which can be documented, may request a waiver from the regulations in order to receive their next financial aid payment. Waivers are granted through the Financial Aid Waiver Committee. Information on how to submit a request to this committee is available in the Office of Student Financial Services.

Students on Academic Probation

Students with grade point averages that fall below the required minimum will be placed on academic probation. During this probationary period, students who make satisfactory academic progress will continue to maintain their academic standing with the College and their concurrent eligibility for federal financial aid. Students who are on probation for the subsequent year will not be eligible for federal financial aid.

Readmit Students with a GPA Below 2.0

Students with grade point averages below 2.0 who are readmitted to the College are not eligible to receive student loans until their GPA is again above 2.0. Students who have extenuating circumstances, which can be documented, may apply for a waiver from this regulation. Information on how to submit a request for a waiver is available in the Office of Student Financial Services.

FEDERAL FINANCIAL AID REGULATIONS ON STUDENTS WHO WITHDRAW FROM ALL COURSES

If a student completely withdraws from school during a term, the school must calculate according to a specific formula the portion of the total scheduled financial assistance the student has earned and is therefore entitled to receive up to that point in time. If a student receives (or the College receives on the student's behalf), more assistance than the student has earned, the unearned excess funds must be returned to the U.S. Department of Education. If, on the other hand, the student receives (or the College receives on the student's behalf) less assistance than the student has earned, the student may be able to receive those additional funds.

The portion of the federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days completed before the student's withdrawal. For example, if a student completes 30 percent of the semester, the student earns 30 percent of the assistance he/she was originally scheduled to receive. This means that 70 percent of the scheduled awards remain unearned and must be returned to the federal government. A student has to complete more than 60 percent of the semester, in order to earn all (100 percent) of the scheduled assistance. If a student withdraws (either officially or unofficially) before this point, the student may have to return any unearned federal monies that may have already been disbursed to the student.

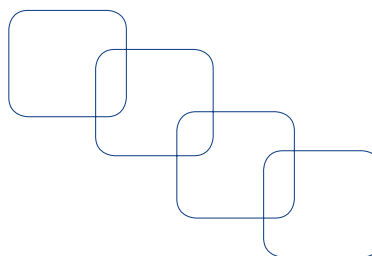
The College shares responsibility with the student for any excess funds which must be returned. The College's portion of the excess funds to be returned is equal to the lesser of

- The entire amount of the excess funds, *or*
- The student's total tuition and fee charges multiplied by the percentage of the unearned funds

If the College is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that are returned by the student must be paid according to the terms of the promissory note.

If a student returns any grant funds, the law provides that the amount to be repaid is reduced by 50 percent. This means that a student only has to return half of any excess funds received.

Any amount a student returns is considered a federal grant overpayment. The student must either return that amount in full or make satisfactory arrangements with either the College or the Department of Education to repay the amount. These arrangements must be completed within 45 days of the date of the College's notifying the student of overpayment. Any student failing to do so risks loss of eligibility for further federal financial assistance.





10 Student Life

STUDENT LIFE

Student Body

John Jay's exemplary student body of 14,000 reflects the ethnic diversity of New York City itself. Of the nearly 3,000 freshmen admitted in 2006, 20 percent were born outside the United States. They came from places like the Dominican Republic and Trinidad...from Poland, Ukraine, Albania, and Uzbekistan...and from Sierra Leone and Liberia. Many grew up in homes where the first language spoken was Russian, Chinese, Polish or Spanish; more than half are the first in their families to pursue a college degree.

John Jay's students are drawn primarily from New York City's five boroughs. But, John Jay also counts among its population the highest proportion of out-of-city students of any CUNY school. An in-house survey of our 2004 freshmen class found that 90 percent based their selection of John Jay on its reputation for excellence; 80 percent said that John Jay was their first choice in colleges.

The College also serves as the most significant teaching and training center in the New York metropolitan area for the continuing education of members of the uniformed services and employees of government agencies responsible for criminal justice, fire safety and other public services.

Campus

John Jay's campus is located along the east and west sides of Tenth Avenue from 54th Street to 59th Street with Haaren Hall, North Hall and Westport as its focal points. These buildings house the classrooms, administrative offices, labs and other special venues of the College. Its fitness and recreational facilities include a cardiovascular fitness center, tennis court, outdoor running track and an NCAA-regulation swimming pool. Haaren Hall also houses the 611-seat Gerald W. Lynch Theater, a state-of-the-art space that provides an auditorium for college events as well as a stage for professional theatre companies.

Neighborhood

At John Jay, you are just a short walk from two of the world's most renowned centers for music and dance — Carnegie Hall and Lincoln Center. This Westside neighborhood is dotted with dozens of cafes and coffee houses. On balmy spring days, Central Park beckons for anyone who wants to jog around the Reservoir or wander its shaded paths.

John Jay is also near the Time Warner Center, a 21st-century shopping and transportation hub where a MetroCard will take you downtown to Greenwich Village and the art galleries of Soho, uptown to the American Museum of Natural History, the Cloisters and the Metropolitan Museum of Art, not to mention Times Square, Broadway and even out to Coney Island's boardwalk.



STUDENT SERVICES

Counseling

212.237.8111

Licensed professionals offer a range of psychological and counseling support services to meet the adjustment, mental health and developmental needs of students and others in the campus community. To help foster academic, personal and vocational development in students, a wide range of counseling, outreach, training, consultation and educational services are offered by staff and graduate externs. We also support the academic goals of the College through consultation with faculty, staff and campus organizations. In addition, specialized services are provided by trained peer counselors for transfer and sophomore students. A vital component of counseling services is provided by the Women's Center as well.

Children's Center

212.237.8310

The Children's Center of John Jay College enrolls children between the ages of six months and four years. The Center is open Monday through Thursday, 8:00 AM to 6:30 PM during the fall and spring semesters. (Hours are subject to change.) A summer program with shorter hours is also available.

The center offers an educational program in a warm, caring and comfortable environment. Children of undergraduate students have priority; graduate students and non-matriculated students are accommodated on a space-available basis. There is a modest fee per child per semester. Some fee subsidies are available and awarded based on family income. More information and applications may be obtained at the Children's Center.

Health Services

212.237.8052

The Health Center is staffed by a registered nurse/director who assesses students in need of medical attention. As appropriate, referrals are made to collaborating hospitals, low-cost medical centers or clinics. Students can utilize the center for health assessments, health education and health counseling, routine first aid care, on-site emergency care, common over-the-counter medication and blood pressure readings. In addition, students can obtain information on immunization and a wide range of other health issues as well as health insurance information.

In collaboration with local community organizations, the Student Health Center offers free rapid HIV testing and the Nicotine Transdermal System PATCH for those seeking to stop smoking. The center also sponsors and coordinates a variety of health education activities including a wellness event, semi-annual blood drives and an AIDS awareness day.

Medical Emergencies

College Health Center

Monday - Friday, 9:00 AM - 5:00 PM

212.237.8888

In case of a medical emergency, the Security Office should be notified. An ambulance from Fast Care service of St. Luke's-Roosevelt Hospital will be provided. Students should seek medical attention in the event of injury during travel to or from the College, or during an off-campus activity sponsored and supervised by the College. The incident should then be reported to the College Student Health Center. The Student Health Center Director will assist students in the completion of appropriate accident insurance claim forms, including an explanation of the limitations of the insurance policy.

Office of Services for Individuals with Disabilities

212.237.8031

John Jay College is committed to making its facilities and academic programs accessible to individuals with disabilities. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the College provides equal and readily accessible physical facilities and support services to help individuals with disabilities realize their academic potential.

The Office of Services for Individuals with Disabilities, a unit of the Division of Student Development, offers individual counseling, support groups, priority registration, orientation, special testing accommodations, tutoring, readers, note takers, interpreters, special adaptive equipment and other support services for students with disabilities. Additional information is available on the John Jay website, www.jjay.cuny.edu.

Office of Campus Safety and Security

Emergency Services Hot Line, 212.237.8888

The Office of Campus Safety and Security responds to emergencies, security and safety problems. With the exception of the BMW Building and the 54th Street Academic Annex, the security desks are staffed at all times.

The telephone numbers for the security desks are:

- **Haaren Hall (899 Tenth Avenue): 212.237.8266**
- **North Hall (445 W. 59th Street): 212.237.8740**
- **BMW Building (555 W. 57th Street, 6th Fl.): 212.237.8700**
- **Westport Building (500 W. 56th Street): 212.484.1120**
- **54th Street Academic Annex (619 W. 54th Street): 646.557.4772**

Emergency Closing of the College

212.237.8000

www.jjay.cuny.edu

Notice of college closings due to serious snowstorms or other emergencies are posted on the John Jay College website.

STUDENT ACTIVITIES

Student Activities Corporation

The John Jay College Student Activities Corporation Board of Directors is composed of six students, three faculty members, three administrators and a chairperson appointed by the President of the College.

The Corporation is responsible for the management and supervision of the student activity fee.

Student Council

The Student Council is composed of 24 members: an Executive Board consisting of a president, vice president, secretary, and treasurer, and four representatives each from the graduate, senior, junior, sophomore, and freshman classes. Six Council members also serve on the Student Activities Corporation. The Student Council is responsible for disbursing the Council funds and club funds derived from the Student Activity Fee, as well as the additional funds allocated to Media/Yearbook from the budget of the Student Activities Corporation.

In the spring semester, Student Council elections and swearing in of officers for the fall semester take place. The Student Council election is supervised by the Student Government's Judicial Board. This Board, which consists of five student members, is appointed by the Student Council and the Board of Directors of the Student Activities Corporation. In addition to conducting elections, the Judicial Board certifies student organizations and hears charges of impeachment against Student Council officials.

OFFICE OF STUDENT ACTIVITIES AND CAMPUS LIFE

212.237.8698

Student activities at the College are supported by the income provided by the Student Activity Fee and are coordinated through the Office of Student Activities and Campus Life.

Programming

The Student Activities Office assists campus groups in planning, developing and organizing extracurricular activities. The programs enrich the total college experience by enabling students to meet people of diverse backgrounds and interests. Through their participation, students are encouraged to develop talents and leadership abilities while serving the College and the community.

The Student Activities Office organizes free film series, parties, day trips, fairs and workshops. It coordinates lectures, social occasions and cultural presentations for student organizations and provides information about campus meetings and events

Student Clubs

212.237.8698

More than 40 student organizations offer educational, social and recreational opportunities through a variety of meetings, films, concerts and lectures.

Student organizations at the College include:

- **Academic clubs**
Computer Science Association, Economics Club, Forensic Psychology Society, Forensic Science Society, Law Society, Public Administration Society, Society of Toxicology
- **Cultural clubs**
African Students Association, Caribbean Club, Dominican Students Association, Guyanese Club, Haitian Students Society, Irish Students Association, Latino Diversity Club, Organization of Black Students
- **Media clubs**
John Jay Times, Theatrical Players, Big Apple Broadcasting Society (WJJC)

- **Social clubs**

Association of Women's Rights, Fashion Club, Fire Arms Training Society, Fire Protection Society, Hillel House, John Jay Pride, Law Enforcement Training Society, Martial Arts Society, Muslim Students Association, Political Awareness Club, Russian Students Organization, Security Management Society, Seekers Christian Fellowship, Universal Image Dance Troupe, Voices United for God, Wellness Resource Network, Women's Awareness Club and United Nations Students Association.

Eligibility criteria for clubs and their governance are set forth in Section 9 of the Charter of the Student Government, available online at www.jjay.cuny.edu under "Student Government" and also in the Appendix of this bulletin.

Additional information and a complete listing of all student clubs are available in the Office of Student Activities and Campus Life.

ATHLETICS, RECREATION AND INTRAMURALS

Through the Department of Physical Education and Athletics, John Jay College offers undergraduate courses in physical fitness, health education, stress management and several courses addressing the physical fitness needs of law enforcement and public service students. The department also promotes programs in varsity athletics, recreation and intramurals, and maintains a fully equipped cardiovascular fitness center and an NCAA- regulation swimming pool.

Athletics Program

212.237.8395

Under the nickname "Bloodhounds," 12 intercollegiate teams currently represent John Jay College. Fall sports include soccer, women's volleyball, men's and women's cross country and women's tennis. Men's and women's varsity basketball, co-ed rifle and women's swimming comprise the winter sports. In the spring, sports include baseball, softball and men's tennis. Special clubs are devoted to karate and judo.

The College is a Division III member of the National Collegiate Athletic Association, adheres to all its rules, and is dedicated to the principles of fair play in athletic competition and equitable treatment of men and

women. Bloodhound teams compete in the City University of New York Athletic Conference (CUNYAC), the Eastern College Athletic Conference (ECAC) and the Mid-Atlantic Rifle Conference.

The annual athletics report on intercollegiate participation and financial support required by the Equity in Athletics Disclosure Act of 1994 is available in the Department of Physical Education and Athletics.

Full-time undergraduate and graduate students wishing to participate in intercollegiate athletics must be in good academic standing as defined by the College. For further information call the Athletics Department.

Recreation and Intramural Programs

212.237.8399

The recreation and intramural activities provided by the Department of Physical Education and Athletics are an integral part of life at the College and are supported by student activity fees. The gymnasium, pool, racquetball court, jogging track and outdoor tennis court are open many hours each week for free play. These facilities are also used for a variety of intramural competitions as well as bodybuilding, power lifting and triathlon contests.

The recreation and intramural programs are open to all members of the John Jay College student body upon presentation of a valid college ID card. Students may call the department for additional information, events schedules and court reservations or at www.jjay.cuny.edu.

Cardiovascular Fitness Center

212.237.8633

Students who wish to improve their physical fitness can avail themselves of the many programs that the cardiovascular fitness center offers. Interested students follow an individually prescribed exercise



program that is evaluated periodically. Medical clearance is required for participation. All forms and further information may be obtained from the cardiovascular fitness center or online at www.jjay.cuny.edu. The Department of Physical Education and Athletics strongly advises all students, faculty and staff interested in athletics, recreation, intramurals, or physical education courses to have a medical checkup prior to participation. Medical clearance is required for participation in intercollegiate athletics and the cardiovascular fitness center.

THEATRE AND THE ARTS

Arts

212.237.8325 or 212.237.8698

The College offers a rich and diversified program in music and the visual arts. Concerts featuring renowned performers, exhibitions of paintings, drawings, sculpture, photography and mixed media shown in the College galleries are among the varied presentations.

In its afternoon concert series the College has presented a diverse array of internationally known soloists, many of whom appear regularly with the Lincoln Center Chamber Music Society, the New York Philharmonic Orchestra and the New York City Opera. Fine chamber music ensembles, such as the Annapolis Brass Quintet, the Western Wind Vocal Ensemble and the Apollo Chamber Orchestra, are often major features of the concert series. Musical artists have included the late jazz innovators Teddy Wilson and Zoot Sims, the Clefones of early Rock fame, gospel singer Pearl Williams-Jones and operatic performer Willard White.

The John Jay Gallery is committed to presenting bodies of work by artists from a wide array of cultural traditions. Some are emerging artists, others established. Shows are usually solo exhibitions one month in length. Now open 12 months of the year, the Gallery devotes December and May to exhibitions by the College's undergraduate studio art students. Among the artists who have presented in the John Jay Gallery are: Muhsana Ali, Cindy Ho, Anna Kuo, Despo Magoni, Richard K. Miller, Delilah Montoya, Annie Nash, Susan Newmark, Armand Ortiz, Sophie Rivera, Miriam Romais, Tara Sabharwal, Edwine Seymour, Chie Shiamura and Mary Ting.

For information on concerts and exhibitions, students may contact the Department of Art and Music and the Office of Student Activities and Campus Life.

Theatre

212.237.8363

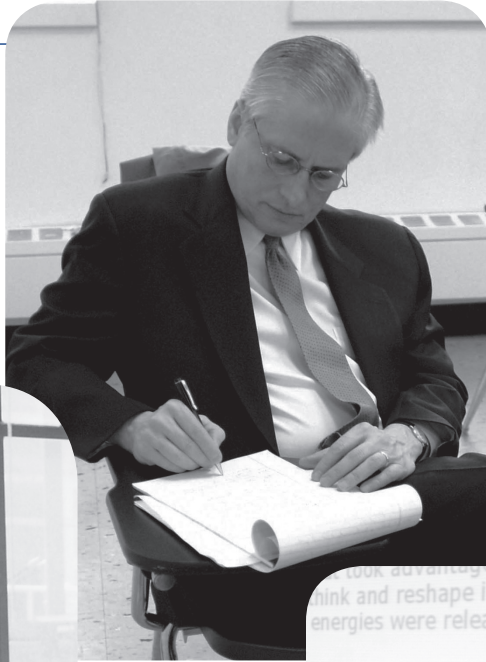
John Jay College offers its students a variety of opportunities for participation in theatre and play production, as well as access to nearby Lincoln Center and Broadway productions.

A major departmental production is mounted each semester in the Gerald W. Lynch Theater, a state-of-the-art facility located in Haaren Hall. In addition to stage productions, performances of work often conceived and performed by students and hosted by one or more clubs or college programs are held each semester in alternative spaces at the College.

The Department of Communication and Theatre Arts presents a vibrant theatre program that dates back to the earliest days of the College. Many productions involve criminal justice themes, and have included major plays in the repertoire of world drama ranging from Greek tragedy to plays by contemporary playwrights: *Oedipus Rex*, *The Merchant of Venice*, *Marat Sade*, *The Bald Soprano*, *Short Eyes*, *Equus*, *For Colored Girls . . .* and *Crimes of the Heart*. Kafka's *The Trial* and Sidney Kingsley's *Detective Story* were recognized by major New York critics, while more recently, *The Crucible* and *Macbeth* drew large, enthusiastic crowds and glowing accolades from students and community alike. Musicals like *Godspell*, Brecht's *Happy End*, and *Once Upon This Island* have offered John Jay's multi-talented students the opportunity to showcase their acting skills, as well as their instrumental and vocal skills. Reflecting the interdisciplinary nature of the College, departmental productions generally involve close collaboration with student clubs, the John Jay Players (the student theatrical group) and Women's Studies.

In recent years, departmental productions have been featured in the Kennedy Center American College Theatre Festival. Main stage productions have won praise from Festival adjudicators; student actors and technicians have been invited to perform and attend workshops at regional Kennedy Center American College Theatre Festivals.

For information on performances, students may contact the Department of Communication and Theatre Arts.



DEPARTMENT OF AFRICAN-AMERICAN STUDIES**Room 3226 North Hall 212.237.8764**

Chairperson: Kwando M. Kinshasa

Professor: Kwando M. Kinshasa

Associate Professors: C. Jama Adams, Yahya H. Affinnih, Jannette Domingo

Assistant Professors: Teresa A. Booker, Maqsood-Uddin Kadir, Lori L. Sykes

Substitute Assistant Professor: Muntu Matsimela

Lecturer: Kewulay Kamara

Adjunct Faculty: Angeline Butler, Errol Houlder, Kewulay Kamara,

Herbert Johnson, Tamara Kelly, Muntu Matsimela, Basir McHawi,

Naikyemi Odedefaa, Larry Seabrook

Department Secretary: Steven Lopez

DEPARTMENT OF ANTHROPOLOGY**Room 433 Haaren Hall 212.237.8286**

Chairperson: Richard Curtis

Professors Emeriti: Dorothy Bracey, Nathan H. Gould, Serena Nanda

Professors: Richard Curtis, Elizabeth Hegeman, David Kennedy,

Alex Piquero Alisse Waterson

Associate Professors: Avram Bornstein, Kirk Dombrowski, Anru Lee,

Edward Snajdr, Shonna Trinch

Assistant Professors: Gerrie Casey, Kojo A. Dei

Adjunct Faculty: Carlos Arboleda, Anne Buddenhagen, Christopher Charles,

Meredith Dank, Esin Egit, Daniel Fernando, Marni Finkelstein,

R. Terry Furst, Douglas Goldsmith, Randy Kandel, Johanna Lessinger,

Richard Mack, Barbara Price, Lisa Robbins-Stathas, Jose Vasquez,

Anne Winton, Christina Wolf

Department Secretary: Gwendolyn Thompson

DEPARTMENT OF ART AND MUSIC**Room 325 Haaren Hall 212.237.8348**

Contact person: Roberto Visani

Professors: Laurie Schneider Adams, Lisa Farrington, Peter Manuel,

Daniel Paget

Associate Professors: Laura Greenberg, Thalia Vrachopoulos

Assistant Professors: Benjamin Lapidus, Roberto Visani

DEPARTMENT OF COMMUNICATION AND THEATRE ARTS**Room 336 Haaren Hall 212.237.8363**

Chairperson: Martin Wallenstein

Professors Emeriti: Holly Hill, Nishan Parlakian, Georgiana Peacher,

Raymond Rizzo, Edward Spingarn, Ben Termine

Professor: Patrick J. Collins

Associate Professors: John Donaruma, Louis Guinta, Amy Green,

Norma Manatu, Maria Rodriguez, Martin Wallenstein,

Kathryn Wylie-Marqués

Assistant Professors: Seth Baumrin, Dara Byrne, Marsha Clowers,

Gregory Donaldson, Sandra Lanzzone, Lorraine Moller

Lecturer: Elton Beckett

Adjunct Faculty: Daniel Browning, Tim Cavale, Katherine Gibson,

Christine Hegarty, Dennis Hood, Patricia Jacobazzo, Jeffrey Kern,

Maria Mollinedo, Ellen Moore, Sharon Morrison, Darrin Person,

Howard Pflanzner, James Reed, Alicia Roost, Arthur Sherman, Richard

Southland, Jennifer Stock, Dana Tarantino, Alexis Vernon, Robert

Walkup, Francis Weiner

Lecturer: Bettina Murray

Department Secretary: Alana Philip

DEPARTMENT OF COUNSELING**Room 3140 North Hall 212.237.8111**

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Professor Emeriti: Mavis Aldridge, Roger L. Witherspoon

Professors: Robert DeLucia, James A. Malone

Associate Professors: Berenecea Johnson Eanes, Katie Gentile,

Ma'at Erica Lewis-Coles, Caridad Sanchez

Assistant Professors: Mickey Melendez, Kathy Stavrianopoulos

DEPARTMENT OF ECONOMICS**Room 3503 North Hall 212.237.8067**

Contact person: Joan Hoffman

Professor Emeritus: Lawrence Kaplan

Professor: Joan Hoffman

Associate Professors: Omar Azfar, Jannette Domingo, Randall LaSalle

Assistant Professors: Jay Hamilton, Christopher Warburton

DEPARTMENT OF ENGLISH**619 West 54th Street - 7th Floor 212.237.8909**

Chairperson: Margaret Mikesell Tabb

Deputy Chairpersons: Valerie Allen, Mark McBeth

Professors Emeriti: William Coleman, Robert E. Crozier,

Thomas Dardis, Anne Barbeau Gardiner, Elisabeth Gitter,

Lee Jenkins, Denis Lane, Eric Larsen, Alan Margolies, Charles Piltch,

Frederik Rusch, Jon-Christian Suggs, Anya Taylor

Professors: Valerie Allen, Michael Blitz, Jane P. Bowers,

Effie Papatzikou Cochran, Edward A. Davenport, P.J. Gibson,

Margaret Mikesell Tabb

Associate Professors: Sinkwan Cheng, Marc Dolan, Richard Haw,

Karen Kaplowitz, Patricia Licklider, Andrew Majeske, John Matteson,

Mark McBeth, Adam McKible, Barbara Odabashian, Allison Pease,

Charles Stickney, Marie Umeh, Richard Zeikowitz

Assistant Professors: Adam Berlin, Erica Burleigh, Bettina Carbonell,

JoEllen DeLucia, Batsheva Dreisinger, Jonathan Gray, Devin Harner,

Kimberly Helmer, Ann Huse, Kelly Yoojeong Jeong, Helen Kapstein,

Nivedita Majumdar, Tim McCormack, Jean Mills, J. Paul Narkunas,

Melinda Powers, Caroline Reitz, Alexander Schlutz, John Staines,

Timothy Stevens, Toy-Fung Tung, Elizabeth Yukins

Lecturers: Margaret Escher, Jeffrey Heiman, Veronica Hendrick,
Livia Katz

Adjunct Faculty: Barbara Ajmone-Marsan, Naveed Alam, Mark Alpert,
Judith Bronfman, Florence Calman, Justin Catz, Mark Chaffie,
Martin Chesin, Barbara Coppus, Yasmin Dalisay, Gregory Darling,
Godfrey Elder, Alvin Eng, Marianne Giordani, Paula Goldstein,
Lesley Hansen, Robert Helm, Ruth Josimovich, Reagan Lothes,
Sarah MacMillan, Thomas McGonigle, Charles McKenzie, Fran McManus,
Joan Meyler, Gilbert Morales, Alan Nadler, Sanjana Nair, Vincent Nicolosi,
Rosaly Pandolfo, Cristina Patterson, Anastasia Raptis, Jordan Schneider,
Andrew Selsberg, Sandy Singer, Lee Slonimsky, Ayeley Sowah, Jay Walitalo,
Andrew Warren, Irene Zola, Claudia Zuluaga

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Director of the Writing Center: Livia Katz

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Office Manager: Erica Wise

College Assistant: Jennifer Rovira

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

619 West 54th Street - 7th Floor 212.237.8721

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Professor Emerita: Ellen Engelson Marson

Professor: Catherine Rovira

Associate Professors: Marcia D. Yarmus, Daria Montero

Assistant Professor: Liliana Soto-Fernandez

Instructors: Olga Muratova, Raul Romero

Adjunct Faculty: Jean Alexandre, Wanda Arriaga, Edgardo Diaz,
Zelma Green, Helena Kilz, Evelyn Maldonado, Suad Mohamed, Alma Mora,
Uhnsook Park, Claretta Robbins, Sue E. Rothberger, Olga Sanson,
Chen Zhang

Department Secretary: Zoraida Gonzalez

DEPARTMENT OF GOVERNMENT

Room 3230 North Hall 212.237.8188

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Professors: George Andreopoulos, Jack Jacobs, Barry Latzer, James P. Levine,
Daniel Pinello, Michael Steinman, Harold J. Sullivan

Associate Professors: Enrique Desmond Arias, Janice Bockmeyer,
James Bowen, James N.G. Cauthen

Assistant Professors: Erin Ackerman, Brian Arbour, Peter Romaniuk,
Andrew Sidman, Joshua C. Wilson

Lecturer: G. Roger McDonald

Adjunct Faculty: Barbara Hong, Andreas Karris, Jonathan Kranz,
Robert Silvey

Department Secretary: Esperanza Lopez-Herrera

DEPARTMENT OF HISTORY

Room 4317 North Hall 212.237.8827

Chairperson: Eli Faber

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Jesse Lemisch, Altagracia Ortiz, William Preston, Isidore Silver

Distinguished Professors: Blanche Wiesen Cook, Gerald E. Markowitz,
Mike Wallace

Professors: Eli Faber, Daniel Gasman, Mary Gibson, Gavin G. Lewis,
Joseph O'Brien, Israel Rosenfield, Dennis M. Sherman, Charles B. Strozier

Associate Professors: Simon Baatz, Michael Pfeiffer

Assistant Professors: Barbara Josiah, Allison Kavey, Edward Paulino,

Itai Nartzizenfeld Sneh, Gregory Umbach

Department Secretary: Melania Clavell

DEPARTMENT OF INTERDISCIPLINARY STUDIES

Room 432 Haaren Hall 212.237.8460

Chairperson: Michael Blitz

Program Counselor and Coordinator: Darryl Westcott-Marshall

Distinguished Professor: Gerald E. Markowitz

Faculty: Andrea Balis (History), Michael Blitz (English),

Donald Goodman (Sociology), Amy Green (Communication and
Theatre Arts), Richard Haw (English), Anru Lee (Anthropology),

Sondra Leftoff (Psychology), Gerald E. Markowitz (History),

Mary Ann McClure (Philosophy), Edward Paulino (History), Allison Pease
(English), Valli Rajah (Sociology), Caroline Reitz (English), Dennis Sherman
(History), Karen Terry (Law and Police Science), Susan Will (Sociology),
Basil Wilson (Government)

Adjunct Faculty: Michael Aman (Communication and Theatre Arts),
Orlanda Brugnola (Philosophy), Margaret Duffy (Communication and
Theatre Arts), Sarah Havilland (Art), Nadine Johnson (Law),
Kimora (Criminal Justice), Mahayana Landowne (Communication and
Theatre Arts), Frank Marrocco (Psychology), Jesse Merandy (English),
Izzy Peter (Economics), Douglas Rothschild (English), Shirley Sarna (Law),
Kofi Scott (Law), Abby Stein, (Criminal Justice and Sociology), Karsten
Struhl (Philosophy), Samuel Thomas (Music), José Vasquez (Anthropology)

Department Secretary: Priscilla Acuna

DEPARTMENT OF LATIN AMERICAN AND LATINA/O STUDIES

Room 1552 North Hall 212.237.8749

Chairperson: Luis Barrios

Professor: Suzanne Oboler

Associate Professors: Luis Barrios, José Luis Morín

Assistant Professors: Marcia Esparza, Jodie Roue

Adjunct Faculty: Christy Aristy, Adrian Bordoní, Jeannete Brown,
Claudia De la Cruz, Isabel Martínez, Apolinar Matos, Melinda Molina,
Marco Fernando Navarro, Denise Santiago, Daniel Shaw, Héctor Soto
Departmental Office Assistant: Christopher Aviles

**DEPARTMENT OF LAW, POLICE SCIENCE
AND CRIMINAL JUSTICE ADMINISTRATION**

Room 422 Haaren Hall 212.237.8032

Interim Chairperson: Dean James P. Levine

Deputy Chairperson: Evan J. Mandery

Professors Emeriti: Charles Lindner, T. Kenneth Moran, Henry Morse,
Barbara Raffel Price, Eli B. Silverman

Distinguished Professors: Todd Clear, James Lynch

Professors: James T. Curran, Maria (Maki) Habersfeld, William C. Heffernan,
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Joseph King, Yue Ma, Evan Mandery, Jeffrey Mellow, Christopher Morse,
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Stephen Rice, Staci Strobl, Valerie West

Instructors: David J Caspi, Frank S. Pezzella

Lecturer: Eugene O'Donnell.

Substitute Lecturer: Mohsen S. Alizadeh, Kirk A Hanson,
Charles A. Lieberman

Substitute Assistant Professors: Mark B Rosen, Kimberly Collica

Visiting Professors: Matti Joutsen, Charles Rimmer

Adjunct Faculty: Michael Alperstein, Myrna Archer, Kevin Arias,
Manford Ayers, Michael Bedrick, Daniel Boggiano, Jonathan Brown,
Kevin Brown, Anthony Cangelosi, Jonathan Carlozzi, Keith Carrington,
Peter Carrozzo, Peter Casamento, Robert Castelli, Claudio Collins,
Dennis Consumano, Moses Cowan, Michael Croce, John Curry,
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Timothy Horohoe, David Humen, Richard Huttner, Dominick Ignaffo,
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John O'Donnell, Kenneth O'Donnell, Brian Onieal, Mark Panzavecchia,
Susan Pickman, Joseph Pollini, Felipe Rodriguez, Roger Victor Rubin,
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Martin Schiff, Isabel Schneider, John Schneider, Walter Signorelli,
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Office Assistant: Bernadette Stroud

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Maria Kiriakova, Ellen Sexton

Substitute Assistant Professor: Austin Duffy

Adjunct Faculty: Barbara Carrel, Tania Colmant-Donabedian, Jane
Dorfman, Lory Gallo, Eileen Gatti, Jane Greenlaw, Gretchen Gross,
Mark Zubarev

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Room 4237 North Hall 212.237.8920**

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Arthur Schlissel

Professors: Samuel M. Graff, Alan Hoenig, Sydney Samuel, Marvin Yablon

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Douglas E. Salane, Peter Shenkin, Morton Swimmer, Antoinette Trembinska,
Agnes Wieschenberg

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Jinwoo Kim, Thurai Kugan, Mythili Mantharam, Michael Puls,
Maurice Vodounon

Lecturers: Emerson Miller, James N. Noboa

Adjunct Faculty: Emmanuel Adepo, Adontin Agyen-Frempong,
Edelmire Andreu, Alan Aronoff, Roberta Aronoff, Sam Baruch,
Mohammad BenZid, Gary Biester, Kenneth Binns, Om Chugh, Reyad Farraj,
Kelly Garrett, Ernest Gilde, Justin Giordano, Edward Green,
Hadassah Hersh, Bhavani Kola, Sal Liriano, Daniel Martinez,
Harry McArdle, Michael McGill, Francis McHugh, Ahmad Melhem,
Lawrence Nartey, Froso Paidoussis, Frank Pannizzo, Meyer Peikes,
Eric Polanco, Daniel Pollak, Erin Schultz, Rita Shamuilova, Lisette Stern,
Ebrahim Tamari, Keith Thomas, Shirley Toplan, Norman Younis, Lindsey
VanWagenen, Gary Welz, Anthony Williams

Adjunct Laboratory Technicians: Kiafan Deng, Liankui Li

Department Secretary: Barbara A. Goodman-Donovan

DEPARTMENT OF PHILOSOPHY

Room 325 Haaren Hall 212.237.8325

Chairperson: Enrique Chavez-Arviso

Professor: Timothy Stroup

Associate Professors: Enrique Chavez-Arviso, Amie Macdonald, John Pittman

Assistant Professors: Jacoby Carter, Douglas Ficek, Kyoo Lee, Mary Ann McClure, Tanya Rodriguez, Jill Stauffer

Substitute Assistant Professors: James DiGiovanna, Douglas Ficek

Administrative Assistant: Erica Plass

College Assistant: Sheena Blaise

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

Room 421 Haaren Hall 212.237.8371

Interim Chairperson and Athletics Director: Davidson Umeh

Professor Emeritus: Wallace M. Piña

Professors: Robert Fox, Jane Katz, Susan Larkin, Davidson Umeh

Assistant Professor: Amy Rowland

Lecturer: Vincent Maiorino

Adjunct Faculty: Alan Carena, Marlene Goldstein, Alberto Gotay, Ted Lewis, Erin McKeever, Norman Ringel, Brenna Stewart, Morton Steuer, Meg Stolt, Tom Spiridellis

Assistant Athletics Director: Charles Jackson

Director of Facilities, Recreation and Intramurals: Kimberly Tatro

Director of the Cardiovascular Fitness Center: Anthony Phillips

Business Manager: Tyrone Oree

Facilities Manager: Kevin Lewis

Special Assistant to the Chairperson and Athletics Director: Makeda Jordan

Athletics Trainer: Terri D. Acosta

Assistant Athletics Director for Marketing and Promotions:

Laura Drazdowski

Sports Information Director: Michael Damon

Equipment Manager: Stephen Fagan

Office Manager and Secretary: Marianne Kahn

DEPARTMENT OF PROTECTION MANAGEMENT

Room 3529 North Hall 212.237.8092

Contact person: Glenn Corbett

Professor Emeritus: Charles Ryan

Professor: Robert McCrie

Associate Professors: Glenn Corbett, Norman Groner, Robert Hair, Charles Jennings, Robert Till

Distinguished Lecturer: Victor Herbert

Instructor: Joseph Graham

DEPARTMENT OF PSYCHOLOGY

Room 2100 North Hall 212.237.8771

Chairperson: Maureen O'Connor

Deputy Chairperson for Advising: Angela Crossman

Deputy Chairperson for Undergraduate Education: Jennifer Dysart

Distinguished Professors: Saul Kassin, Steven Penrod, Cathy Spatz Widom

Professors Emeriti: Charles Bahn, David Brandt, Abe Fenster,

Alan Goldstein, Irving Guller, Gerald W. Lynch, Robert S. Morrow,

Susan Oyama, Robert W. Rieber, Ruth Shapiro, Fred Wright, Jack Zlotnick

Professors: Philip Bonifacio, Mark Fondacaro, Gwendolyn Gerber,

Margaret Bull Kovera, Michael Leippe, Thomas R. Litwack, Keith A. Markus,

Louis B. Schlesinger, Barbara Stanley, James S. Wulach

Associate Professors: José Arcaya, Roslyn M. Caldwell, Angela Crossman,

Jennifer Dysart, Miriam Ehrensaft, Michele Galietta, Jennifer Groscup,

Elizabeth Jeglic, Matthew B. Johnson, Daniel Juda, Stuart M. Kirschner,

L. Thomas Kucharski, Sondra Leftoff, James M. Levin, Maureen O'Connor,

Chitra Raghavan, C. Gabrielle Salfati, Daniel Yalisove, Phillip Yanos

Assistant Professors: Maureen Allwood, Joshua Clegg, Shuki Cohen,

Diana Falkenbach, Demis Glasford, William Gottdiener, Jillian Grose-Fifer,

Maria Hartwig, Cynthia Calkins Mercado, Daryl Wout

Adjunct Faculty: Raphael Alford, Bridget Amatore, Rochelle Balter,

Ricardo Barreras, Jim Beers, Naftali Berrill, Susan Blumenson,

Gerard Bryant, Cecilia Castelino-Pinto, Nadine Chang, Frances Charder,

Christopher Charles, B.J. Cling, Joseph Cohen, Barbara Cowen,

Rana DeGil, Sarah DeGue, Daniel Dunn, Miriam Ehrenberg,

Donna Eisenstadt, Charles Epstein, Lawrence Fantl, Alan Flexer, Cynthia

Field, Michael Flynn, Jennifer Friedberg, Michael S. Grove,

Orna Guralnik, Roy Jerome, Daniel Kadish, Edward Kagen,

Kostas Katsavdakakis, Richard Kempter, Albert Lampasso, Robert Lichtman,

Elissa Litwin, Harriet Lutzky, Gregory Mack, David Mantell, Carla Marquez,

Dolores McCarthy, Martin McElhiney, Elvin Montgomery, Kevin Nadal,

Nancy Nicholos-Goldstein, Scott Nolen, Nancy O'Donohue,

Elaine Olaoye, Corinne Ortega, David Otis, Roy Perham, Julien Pessier,

Alysa B. Ray, Charles Reid, Esther Rister, Errol Rodriguez. Cynthia Scheuer,

Alan Schramm, Jennifer Sontz, Freda Steinberger, Rhonda Sternberg,

Lisa Tsuei, Neal Vorus, Erica Weissman, Mindi Wapner, Helen Wilson,

Ann Winton

Department Staff: Kevin Greene, Diana Paltoo

DEPARTMENT OF PUBLIC MANAGEMENT

Room 3254 North Hall 212.237.8070

Chairperson: Warren Benton

Professors Emeriti: Nesta Gallas, Anna Goldoff, Jae Kim, Ellen Doree Rosen

Professors: Warren Benton, Patrick O'Hara, Marilyn Rubin

Associate Professors: James K. Cohen, Jeanne-Marie Col, Richard Culp, Peter Mameli

Assistant Professors: Maria D'Agostino, Roddrick Colvin, Judy-Lynn Peters, Richard Schwester

Lecturer: Fred Palm

Instructor: Joseph Graham

Substitute Lecturers: Piruz Alemi, John Best, Ronald Calitri,

Lois Redman-Simmons, Martha Rose, Andrew Rudyk, Adam Wandt

Adjunct Faculty: Abderrahmane Alaoui, Anatasiya A. Androsik,

Carmen Apaza, Demetrios Argyriades, Paul Balukas, Andy Bata,

Peter Blaich, Carl Bornstein, Fred Brodzinski, Robert Burns, Donald

Cannon, Keith Carrington, Christopher Carver, Helen Cedeno, Holly Clarke,

Raquel Cohen-Orantes, Abena Darkeh, Sorle S. Diih, Vincent Dunn,

Chris Fisher, Timothy Flannery, Ted Fraumann, Warner Frey, Arlene Geiger,

Mable Gomes, Kay Goss, Vincent Green, Jason Haber, Terrence

Harris, Paul Hashagen, Neil Hinze, Robert Hong, Clifford Kirsh,

Michael Liddie, Michael Massiah, John Murphy, Douglas Nadeau,

Eugene O'Neill, Francis Owarish, Yvonne Purdie, Stephen Rolandi,

Pasqualino Russo, Vincenzo Sainato, Richard Saulnier, David Schroeder,

Danford Earle Scott, Robert Sermier, David Shapiro, Ronald Spadafora,

Frank Straub, Robert Strickland, Ira Tannenbaum, Robert Tarwacki,

Joseph Taylor, Helen Tejada, Carl Ward, Michael Walker, Paul Wyatt,

Yao Yao

Academic Program Director (Public Management Program-Graduate):

Robert Sermier

Undergraduate Academic Program Advisor - Public Management:

Roddrick Colvin

Departmental Administrative Assistant: Lisa Rodriguez

DEPARTMENT OF SCIENCES

Room 4510 North Hall 212.237.8892

Chairperson: Lawrence Kobilinsky

Professors Emeriti: Selman A. Berger, Charles R. Kingston, Robert Rothchild

Professors: Peter De Forest, Lawrence Kobilinsky, Anne-Marie Sapse

Associate Professors: Anthony Carpi, Thomas A. Kubic, Margaret Wallace

Assistant Professors: Elise Champeil, Diana Friedland, Yi He, Ali Kocak,

Ekaterina Korobkova, Nathan Lents, Henrietta Margolis Nunno,

Nicholas Petraco, Gloria Proni, Richard Stripp

Lecturers: Irvin Heard, James J. Horan, Linda Rourke, Francis X. Sheehan

Chief College Laboratory Technician and Coordinator of Laboratory

Services: Ketteline Paul

Senior College Laboratory Technician: Nickolay Azar

College Laboratory Technician: Natalya Kotsek

Adjunct Faculty: John Avolio, Nikolay Azar, Wanda Bailey, Ewelina Bajda,

Bill Bassman, Peter L. Bastos, Tinel Bedford, Laurence Bensaid-Geyer,

Selman Berger, Zann Blanchard, Michelle Boileau, Jeff Buszka,

Anthea Chen, Jacqueline Chaparro, Erika Chen, Sandra Chesoni, Sing Chin,

OM Chugh, Melanie Clare, Daniel Cocris, Elisabeth Contreras, Daneille

Coye, Katrina Cruz, Jeanine De Grazia, Peter Diaczuk,

Dimitar Dimitrov, Alison Domzalski, Bruce Eng, Sidney Espana,

Josef Franke, Irina Geiman, Adanna Grandison, Kathleen Grimley,

Katrina Heredia, Donald Hoffman, Craid Huemmer, Edward Kovacs,

Johnathan Liu, Connie C. Lu, Melanie McMilin, Michelle Miranda,

Ron Prip, Dale Purcell, Edgardo L. Sanabria-Valentin,

Michael Schaumloeffel, Rebecca Schultheiss, Andrew Schweighardt,

Kay Sirianni, Shay M. Smith, Tara Spencer, Sandra Swenson, Keith Thomas,

Elzbieta Tracz, Kristen Tregar, Alexia Tussay, Michael Valettuti,

Diana Vargas, Kelly Walsh, Brooke Weinger, Donna Wilson

Department Chemical Hygiene, Security, and Safety Officer:

Francis X. Sheehan

Administrative Coordinator: Suzanne Sherbell

Administrative Assistant: Azinia Brooks



SEEK DEPARTMENT

Room 3100 North Hall 212.237.8171

Chairperson: Schevaletta Alford

Professors Emeriti : Edward Henderson, Holly Hill

Professors: Edward A. Davenport, Rubie Malone

Associate Professors: Schevaletta Alford, Maria Rodriguez

Assistant Professors: Erica King-Toler, Carmen Leonor Solis

Substitute Assistant Professor: Alisa Roost

Instructors: Troy Coleman, Monika Son, Carl Williams, Conrad Wynter

Lecturers: Virginia M. Diaz, James N. Noboa

Adjunct Faculty: Yvette Fibleuil, Mitchell Jackson, Wendy Johnny,

James Lucey, O'Neil Sandy,

Coordinator of Tutoring: Esther Owens

Coordinator of SEEK Financial Aid: Fay Williams

Administrative Assistant: Juana M. Polanco



DEPARTMENT OF SOCIOLOGY

Room 520 Haaren Hall 212.237.8666

Chairperson: David C. Brotherton

Professors Emeriti: Robert L. Bonn, Louis Lieberman, Raymond Pitt,
Edward Shaughnessy, Alexander B. Smith, David Sternberg, William Walker

Distinguished Professor: Jock Young

Presidential Scholars: Scott Atran, Tony Jefferson

Professors: David C. Brotherton, Andrew Karmen, Anthony J. Lemelle,

Roy Lotz, Mangai Natarajan, Natalie Sokoloff, Susan Opotow, Maria Volpe

Associate Professors: Rosemary Barberet, Joshua Freilich, Donald Goodman,

Richard Lovely, Jayne Mooney, Nicole Leepri Piquero, Lydia S. Rosner,

Barry Spunt, Valli Rajah

Assistant Professors: Amy Adamczyk, Gail Garfield, Robert Garot,

David Green, Janice Johnson-Dias, Lila Kazemian, Leona Lee, Susan Will,

Douglas Thompsons

Lecturer: Rick Richardson

Full Time Substitute: Teresa Eddins

Associate Adjunct Lecturers: Fred Kramer, Mildred Pollner

Adjunct Faculty: Carla Barrett, Elizabeth Bartels, John Burns,

Angel Camacho, James Ditucci-Cappiello, Ted Fernandez,

Lanina Floyd-Cooke, Robyn Goldstein, Mia Green, Matasha

Harris, C. Hammill, Stephanie Herman, Dominick Ignaffo, Ji Hyon Kang,

Louis Kontos, Shirley Leyro, Carmella Marrone, Misha Mars, Brian Maule,

Ronald Morris, Rozlyn Myers, Rachel Porter, Sreca Perunovic,

Claudia Riveron, Estelle Schutzman, David Singer, Nancy Sparrow,

Celcia Sporer, Emelyn Tapaoan, Seneca Turner Jr., Bahar Tabakoglu,

Jim Vrettos, Kathy Vaughn, Brenda Vollman, Kideste Wilder, David Wolfe,

Steve Wood, Alex Yaroslavsky, Cyann Zoller, Vitale Zubry

Administrative Coordinator: Rahul P. Sinha

Department Secretary: Theresa Rockett



12 John Jay General Information

HISTORY OF THE COLLEGE

A recognized international leader in educating for justice, John Jay offers a rich liberal arts and professional studies curriculum to a diverse student body. Since its establishment in 1964, John Jay, a senior college of The City University of New York, has evolved from a “cop college” into a premiere educational institution where criminal justice is taught in all its modern complexities and public service is valued as the noble endeavor that it is.

The strength, reputation and vitality of the College are embodied in the commitment to academic excellence of the faculty, many of whom are recognized experts in their fields. They conduct critical research in areas such as violent behavior, DNA analysis, drug abuse trends, child aggression, sexual abuse, eyewitness reliability, criminal law, police methods and crime reduction strategy.

Its motivated students have the acuity, moral commitment and professional competence to confront the challenges of crime, justice and public safety in a free society.

Accreditation

John Jay College is accredited by the Middle States Association of Colleges and Secondary Schools and is a member of the Council of Graduate Schools in the United States.

The College is an institutional member of the National Association of Schools of Public Affairs and Administration (NASPAA). Additionally, John Jay programs are registered by the New York State Education Department.

COLLEGE MISSION

John Jay College of Criminal Justice of The City University of New York is a liberal arts college dedicated to education, research and service in the fields of criminal justice, fire science and related areas of public safety and public service. It strives to endow students with the skills of critical thinking and effective communication; the perspective and moral judgment that result from liberal studies; the capacity for personal and social growth and creative problem solving that results from the ability to acquire and evaluate information; the ability to navigate advanced technological systems; and the awareness of the diverse cultural, historical, economic and political forces that shape our society. The College is dedicated to fostering an academic environment, to promoting scholarship and encouraging research, especially in areas related to criminal justice. The breadth and diversity of scholarship at the College reflect our continuing commitment to innovative analyses, interdisciplinary approaches and global perspectives. The College offers its students a curriculum that balances the arts, sciences and humanities with professional studies. It serves the community by developing graduates who have the intellectual acuity, moral commitment and professional competence to confront the challenges of crime, justice and public safety in a free society. It seeks to inspire both students and faculty, to the highest ideals of citizenship and public service.

THE CITY UNIVERSITY OF NEW YORK

The City University of New York is the nation's largest urban public university: eleven senior colleges, six community colleges, the CUNY Honors College, the Graduate School and University Center, the Graduate School of Journalism, the Law School and the Sophie Davis School of Biomedical Education. The University serves more than 450,000 degree-credit students and continuing and professional education students. College Now, the University's academic enrichment program for 32,500 high school students, is offered at CUNY campuses and more than 200 high schools throughout the five boroughs of the City of New York. In 2006, the University launched its first online baccalaureate degree through the School of Professional Studies and a new Teacher Academy offering free tuition for highly motivated mathematics and science majors who seek teaching careers in the city's public schools.

The University dates from 1847, when the needs of the city for free education were first met by the establishment of the Free Academy — now City College — as the result of a public referendum. In 1961, through state legislation, the seven municipal colleges then administered by the Board of Higher Education became The City University of New York, governed by a Board of Trustees.

GRADUATE AND UNDERGRADUATE PROGRAMS

Graduate Programs

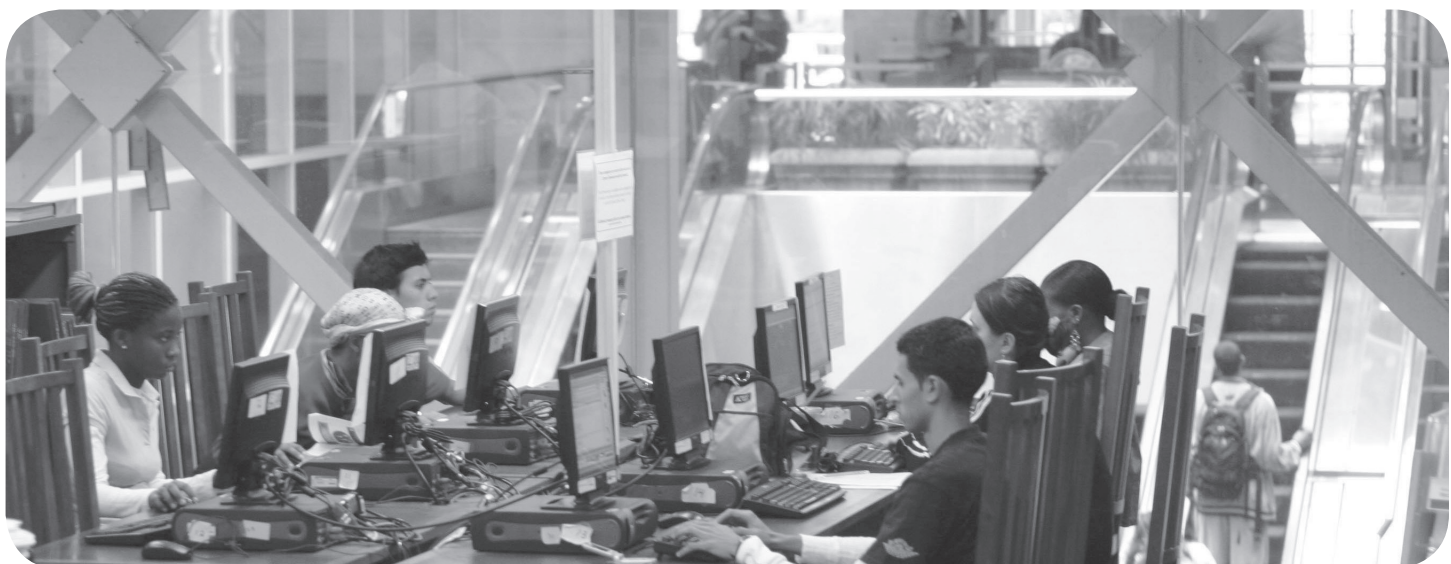
The graduate program at John Jay College of Criminal Justice offers seven master's degree programs and two doctoral programs in criminal justice and forensic psychology that are under the jurisdiction of the Graduate School of The City University of New York.

Degrees at the master's level include:

- Master of Arts in Criminal Justice
- Master of Arts in Forensic Psychology
- Master of Arts in Forensic Mental Health Counseling
- Master of Science in Forensic Computing
- Master of Science in Forensic Science
- Master of Science in Protection Management
- Master of Public Administration (including the MPA-IG Inspector General General Track)

The Graduate School of The City University of New York awards the PhD degrees in criminal justice and forensic psychology.

All of these offerings are described in detail in the graduate bulletin. For additional information, contact the Office of Graduate Studies at **212-237-8423**.



Undergraduate Programs

The undergraduate program at John Jay College of Criminal Justice offers baccalaureate degrees — the bachelor of arts and the bachelor of science — in the following majors:

- Computer Information Systems Applied To Criminal Justice And Public Administration
- Correctional Studies
- Criminal Justice
- Criminal Justice Administration And Planning
- Criminology
- Deviant Behavior And Social Control
- Economics
- Fire And Emergency Service
- Fire Science
- Forensic Psychology
- Forensic Science
- Government
- International Criminal Justice
- Judicial Studies
- Justice Studies
- Legal Studies
- Police Studies
- Public Administration
- Security Management

In addition to its majors, the College offers a variety of programs that permit students to concentrate on particular aspects of a field of study, among which are African-American Studies, Addiction Studies, Dispute Resolution, Puerto Rican/Latin American Studies, and Women's and Gender Studies. An extensive internship program combines classroom instruction with supervised practical experience in government agencies and private organizations.

These offerings are described in detail in this undergraduate bulletin. For additional information, please contact the Office of the Dean for Undergraduate Studies at **212.484.1347**.

Office of Continuing and Professional Studies

The Office of Continuing and Professional Studies is responsible for the design and implementation of innovative seminars, workshops and training programs that meet the changing education and professional needs of members of the criminal justice, law enforcement, public safety and related communities.

Professionals enroll in John Jay's programs to acquire new skills and expand their knowledge, both personally and professionally. All programs are taught by outstanding faculty in state-of-the-art facilities on John Jay's campus.

Specialized training programs offered:

- Continuing Education Program
- Criminal Justice Center
- Center for Modern Forensic Practice
- Center on Media, Crime and Justice
- Fire Science Institute
- Corporate Security Leadership Program
- John Jay Paralegal Certificate Program
- John Jay Leadership Academy
- New York/New Jersey Regional Center for Public Safety Innovation
- Prisoner Reentry Institute
- Special Programs Office

For further information, call the Office of Continuing and Professional Studies at **212-237-8655**.

CENTERS AND INSTITUTES

A passion for learning and understanding is what defines the centers and institutes at John Jay College of Criminal Justice. Each is committed to addressing the ongoing challenges that face the criminal justice community in their efforts to insure public safety.

The John Jay Centers and Institutes include:

- Center for Crime Prevention and Control
- Center for Cybercrime Studies
- Center for International Human Rights
- Center on Media, Crime and Justice
- Center for Modern Forensic Practice
- Center on Race, Crime and Justice
- Center on Terrorism
- Criminal Justice Center
- Criminal Justice Leadership Academy
- Criminal Justice Research and Evaluation Center
- CUNY Dispute Resolution Consortium
- Fire Science Institute
- Forensic Psychology Research Institute
- Institute for Criminal Justice Ethics
- Pre-Law Institute
- Prisoner Reentry Institute
- West Point Program

For more information about the centers and institutes, visit

www.jjay.cuny.edu.

ALUMNI ASSOCIATION

Through special events, programs and mailings, the John Jay Alumni Association keeps graduates informed and involved in the services and activities of the College.

Members receive valuable benefits and services that assist them on a personal and professional level. These include special lectures on critical criminal justice and public policy issues and receptions featuring leading area criminal justice officials where graduates can network with colleagues.

John Jay's Alumni Association is a veritable "Who's Who" of law enforcement and corporate security. The organizations in which our alumni are employed, include: NYS Attorney General's Office, U.S. Department of Justice, NYS Supreme Court, NYC Police Department, NYC Fire Department, Federal Bureau of Investigation, U.S. Marshal Service, U.S. Customs and Borders Protection, U.S. Army, U.S. Department of Homeland Security, U.S. Bureau of Alcohol, Tobacco, Firearms and Explosives, NYS Department of Environmental Conservation, Global Tactical Solutions, T-Mobile, Wyeth-Ayerst Laboratories, Verizon, AIG Technical Service, JP Morgan Chase, UBS Investments, New York Stock Exchange, NYS Department of Taxation and Finance, U.S. Department of the Treasury, U.S. Mint, Bank of New York, Smith Barney-Citigroup, Goldman Sachs, to name a few.

For additional information, contact the Office of Alumni Relations at

212-237-8547.



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Faculty and Staff

VICTORIA ABBOTT-PITCAVAGE

Director, Fire Science Institute, Office of Continuing and Professional Studies
BS, Manhattan College

ERIN ACKERMAN

Assistant Professor, Department of Government
BA, American University; PhD, The Johns Hopkins University

TERRI D. ACOSTA

Head Athletic Trainer, Department of Physical Education and Athletics
BS, MS, University of North Texas

AMY ADAMCZYK

Assistant Professor, Department of Sociology
AAS, Fashion Institute of Technology, The State University of New York; BA, Hunter College, CUNY; AM, University of Chicago; MA, Graduate School/Queens College, CUNY; PhD, Pennsylvania State University

C. JAMA ADAMS

Associate Professor, Department of African-American Studies
BS, John Jay College of Criminal Justice, CUNY; MA, The City College of New York, CUNY; PhD, The Graduate School and University Center, CUNY

LAURIE SCHNEIDER ADAMS

Professor, Department of Art and Music
BA, Tulane University; MA, PhD, Columbia University; MA, Teachers College, Columbia University

YAHYA AFFINNIH

Associate Professor, Department of African-American Studies
BA, The City College of New York, CUNY; MSc, Long Island University; PhD, New York University

MAVIS ALDRIDGE

Professor Emerita, Department of Counseling Teacher's Diploma, St. Joseph's Teacher's College; BA, Edgecliff College; PhD, Fordham University

GWEN ALEXIS

Executive Assistant to the Dean of Human Resources
BS, Empire State College

SCHEVALETTA M. ALFORD

Associate Professor and Director/Chairperson, SEEK Department
BA, York College, CUNY; MA, New York University; EdD, Teachers College, Columbia University

VALERIE ALLEN

Professor and Deputy Chairperson, Department of English
BA, PhD, Trinity College, Dublin, Ireland

MAUREEN ALLWOOD

Assistant Professor, Department of Psychology
BS, Michigan State University; MS, Eastern Michigan University; MA, PhD, University of Missouri-Columbia

WILLIAM ALTHAM

Director, Children's Center of John Jay College of Criminal Justice, Inc., Division of Student Development
BA, Birmingham Southern College; MDiv, Union Theological Seminary; MS, Bank Street College of Education

GEORGE ANDREPOULOS

Professor, Department of Government and Director of the Center on International Human Rights
BA, University of Chicago; LLB, Cambridge University; JD, University of Athens (By incorporation); PhD, Cambridge University

JOAN ANTONICELLI

Registrar, Division of Enrollment Management
BS, St. Peter's College; MEd, Bernard M. Baruch College, CUNY

BRIAN K. ARBOUR

Assistant Professor, Department of Government
BA, Pomona College; MA, PhD, University of Texas at Austin

JOSE ARCAYA

Associate Professor, Department of Psychology
BS, University of Florida; MA, Duquesne University; PhD, The New School for Social Research; JD, The City University School of Law

ENRIQUE DESMOND ARIAS

Associate Professor, Department of Government
BA, The Johns Hopkins University; MA, PhD, The University of Wisconsin at Madison

SCOTT ATRAN

Presidential Scholar, Department of Sociology
BA, Columbia College; MA, The Johns Hopkins University

GINA AVILES

Director of Payroll Services, Office of Human Resources and Payroll
BA, Hunter College, CUNY

NIKOLAY AZAR

Senior College Laboratory Technician, Department of Sciences
BS, John Jay College of Criminal Justice, CUNY

OMAR AZFAR

Associate Professor, Department of Economics
BA, Oxford University; MPhil, PhD, Columbia University

SIMON BAATZ

Associate Professor, Department of History
BA, University of York; MSc, Imperial College, University of London; AM, PhD, University of Pennsylvania

CHARLES BAHN

Professor Emeritus, Department of Psychology
BA, Yeshiva University; MST, Yale University; PhD, Columbia University

SPIRIDON BAKIRAS

Assistant Professor, Department of Mathematics and Computer Science
BS, National Technical University of Athens, Greece; MS, University of Surrey, UK; PhD, University of Southern California

ROSEMARY BARBARET

Associate Professor, Department of Sociology
AB, Georgetown University; MA, University of Massachusetts at Boston; PhD, University of Maryland

DAVID P. BARNET

Director of Educational Partnerships, Office of Undergraduate Studies
BA, Reed College; MA, PhD, The Johns Hopkins University

LUIS BARRIOS

Associate Professor and Chairperson, Department of Latin American and Latina/o Studies
MDiv, New York Theological Seminary; PhD, Caribbean Center for Advanced Studies (Carlos Albizu University); STM, General Theological Seminary

SETH BAUMRIN

Assistant Professor, Department of Communication and Theatre Arts
BA, Hunter College, CUNY; MFA, Brooklyn College, CUNY; MPhil, PhD, The Graduate School and University Center, CUNY

ELTON A. BECKETT

Lecturer, Department of Communication and Theatre Arts
BA, University of Virginia; Certificate of Drama, British American Academy for Dramatic Arts, Oxford University; MFA, The New School for Social Research

ELLEN H. BELCHER

Assistant Professor and Special Collections Librarian, Lloyd George Sealy Library
BA, Drew University; MSLS, MA, MPhil, Columbia University

WARREN BENTON

Professor and Chairperson, Department of Public Management and Director, Master of Public Administration-Inspector General Track
AB, Grinnell College; EdM, PhD, University of Illinois

SELMAN BERGER

Professor Emeritus, Department of Sciences
BS, Brooklyn College, CUNY; MS, PhD, University of Connecticut

ADAM BERLIN

Assistant Professor, Department of English
BA, Brandeis University; MFA, Brooklyn College, CUNY

ROSELYN BLASSBERGER

Programmer Analyst, Department of Information Technology
BS, Brooklyn College, CUNY

MICHAEL BLITZ

Professor, Department of English and Chairperson,
Department of Interdisciplinary Studies
BA, MA, PhD, The State University of New York at Albany

ROBERTA BLOTNER

Academic Director, Doctoral Program in Forensic Psychology
BA, Boston University; MPhil, PhD, The Graduate School and University Center, CUNY

JANICE BOCKMEYER

Associate Professor, Department of Government
BA, University of Michigan at Ann Arbor; MA, PhD, The Graduate School and University Center, CUNY

HAIG BOHIGIAN

Professor Emeritus, Department of Mathematics and Computer Science
AB, Columbia College; MA, PhD, New York University

PHILIP P. BONIFACIO

Professor, Department of Psychology
BA, Hunter College, CUNY; MA, PhD, Fordham University

ROBERT L. BONN

Professor Emeritus, Department of Sociology
AB, Columbia University; MA, PhD, New York University

TERESA A. BOOKER

Assistant Professor, Department of African-American Studies
BA, The University of North Carolina at Charlotte; MA, MPhil, PhD, The Graduate School and University Center, CUNY

AVRAM BORNSTEIN

Associate Professor, Department of Anthropology
BA, Beloit College; MA, MPhil, PhD, Columbia University

JAMES BOWEN

Associate Professor, Department of Government
BA, PhD, Columbia University; JD, Yale University

JANE P. BOWERS

Senior Vice President for Academic Affairs, Provost and Professor, Department of English
AB, University of California, Irvine; MA, PhD, University of California, Berkeley

DOROTHY H. BRACEY

Professor Emerita, Department of Anthropology
AB, College of William and Mary; MSL, Yale Law School; MA, PhD, Harvard University

DAVID BRANDT

Professor Emeritus, Department of Sociology
BA, George Washington University; MA, Queens College, CUNY; PhD, Queens University

NAROLLINEG BRAZOBAN

Enrollment Management Officer, Office of Student Financial Services, Division of Enrollment Management
BA, John Jay College of Criminal Justice, CUNY

PAUL BRENNER

Director of Audio-Visual Services, ITSS, Department of Information Technology
BA, Rutgers, The State University of New Jersey; MA, Northwestern University

MARVELOUS BROOKS

Assistant Professor and Reference Librarian, Lloyd George Sealy Library
BA, Morris Brown College; MLS, Atlanta University; MA, John Jay College of Criminal Justice, CUNY

DAVID C. BROTHERTON

Professor and Chairperson, Department of Sociology
BA, University of York, England; MA, PhD, University of California, Santa Barbara

GLORIA J. BROWNE-MARSHALL

Associate Professor, Department of Law, Police Science and Criminal Justice Administration
BA, University of Missouri; MA, University of Pennsylvania; JD, St. Louis University School of Law

ERICA BURLEIGH

Assistant Professor, Department of English
BA, Barnard College; MA, PhD, The Johns Hopkins University

DARA J. BYRNE

Assistant Professor, Department of Communication and Theatre Arts
BA, (Hons.), MA, Carleton University; PhD, Howard University

ROSLYN M. CALDWELL

Associate Professor, Department of Psychology
BA, University of California, Irvine; PhD, University of California, Santa Barbara

JOHN M. CAMMETT

Professor Emeritus, Department of History
BA, Wayne University; PhD, Columbia University

BETTINA CARBONELL

Assistant Professor, Department of English
BA, MA, PhD, New York University

ANTHONY CARPI

Associate Professor, Department of Sciences
BS, Boston College; MS, PhD, Cornell University

JANICE CARRINGTON

Administrative Director, Office of Graduate Studies
BA, MPA, John Jay College of Criminal Justice, CUNY

JACOBY A. CARTER

Assistant Professor, Department of Philosophy
BA, Wilburforce University; MA, Purdue University

GERRIE CASEY

Assistant Professor, Department of Anthropology
BA, University of Massachusetts at Amherst; MA, Boston University; PhD, The Graduate School and University Center, CUNY

YOLANDA CASILLAS

Perkins Loan Coordinator, Office of Student Financial Services, Division of Enrollment Management
BS, MPA, John Jay College of Criminal Justice, CUNY

DAVID CASPI

Instructor, Department of Law, Police Science and Criminal Justice Administration
BA, University of Vermont; JD, University of Miami School of Law

JAMES N. G. CAUTHEN

Associate Professor, Department of Government
BA, University of North Carolina at Chapel Hill; JD, University of Virginia; MA, PhD, University of Kentucky

Faculty & Staff

HELEN CEDENO

Director of Accounting Services, Office of Financial and Business Services
BBA, Bernard M. Baruch College, CUNY; MA, Brooklyn College, CUNY

KATARZYNA CELINSKA

Assistant Professor, Department of Law, Police Science and Criminal Justice Administration
MS, University of Warsaw, Poland; PhD, University of Utah

SHAILENDRA CHAINANI

Environmental Health and Safety Officer, Department of Facilities Management
BS, Alabama State University; MS, Columbia University

ELISE CHAMPEIL

Assistant Professor, Department of Sciences
MA, Ecole Nationale Supérieure de Chimie de Lille, France; PhD, University of Ireland, Trinity College

KINYA CHANDLER

Deputy Director, Budget, Office of Financial and Business Services
BA, John Jay College of Criminal Justice, CUNY

LESLIE CHANDRAKANTHA

Assistant Professor, Department of Mathematics and Computer Science
BS, University of Kelaniya; MA, PhD, Temple University

ENRIQUE CHAVEZ-ARVIZO

Associate Professor and Chairperson, Department of Philosophy
BSc, BSc, The University of Texas at El Paso; MA, PhD, The University of Reading, England

SERGUEI CHELOUKHINE

Assistant Professor, Department of Law, Police Science and Criminal Justice Administration
M. Economics, Faculty of Political Economy and Economics, Rostov State University, Russia; MA, PhD, York University

WEIFENG CHEN

Assistant Professor, Department of Mathematics and Computer Science
BS, Beijing University; PhD, University of Massachusetts, Amherst

SINKWAN CHENG

Associate Professor, Department of English
PhD, The State University of New York at Buffalo

LILY E. CHRIST

Professor Emerita, Department of Mathematics and Computer Science
BA, BS, University of Minnesota; MA, Western Reserve University; EdD, Columbia University

MALAINE CLARKE

Health Services Coordinator, Division of Student Development
BS, MA, Herbert H. Lehman College, CUNY

TODD R. CLEAR

Distinguished Professor, Department of Law, Police Science and Criminal Justice Administration
BA, Anderson College; MA, PhD, The State University of New York at Albany

JOSHUA CLEGG

Assistant Professor, Department of Psychology
BS, MS, Brigham Young University; PhD, Clark University

MARSHA CLOWERS

Assistant Professor, Department of Communication and Theatre Arts
BS, Arkansas State University; MA, Texas Tech University; PhD, Ohio University

EFFIE PAPATZIKOU COCHRAN

Professor, Department of English
BA, Russell Sage College; MA, New York University; MA, Hunter College, CUNY; EdM, EdD, Teachers College, Columbia University

JAMES K. COHEN

Associate Professor, Department of Public Management
BA, Yale University; PhD, University of Chicago

SHUKI COHEN

Assistant Professor, Department of Psychology
BS, Ben Gurion University; MA, PhD, New York University

JEANNE-MARIE COL

Associate Professor, Department of Public Management
BA, MA, University of California, Davis; PhD, University of South Carolina

TROY COLEMAN

Instructor, SEEK Department
AA, BA, The College of Staten Island, CUNY

WILLIAM COLEMAN

Professor Emeritus, Department of English
BA, Providence College; MA, University of Virginia; PhD, The City University of New York

KATHLEEN COLLINS

Assistant Professor, Lloyd George Sealy Library
BA, Bates College; MA, Lesley College Graduate School; MA, New York University; MS, Long Island University Palmer School

PATRICK J. COLLINS

Professor, Department of Communication and Theatre Arts
BA, Pace University; MA, Hunter College, CUNY;

PhD, New York University

MARY COLON

Executive Assistant to the Dean for Continuing and Professional Studies
BA, John Jay College of Criminal Justice, CUNY

RODDRICK A. COLVIN

Assistant Professor, Department of Public Management
BA, Indiana University; MPA, Seattle University; PhD, The State University of New York at Albany

SHARICE CONWAY

Development Officer, Office of Development and Alumni Relations
BA, Bernard M. Baruch College, CUNY; MS, Fordham University

BLANCHE WIESEN COOK

Distinguished Professor, Department of History
BA, Hunter College; MA, PhD, The Johns Hopkins University

GLENN CORBETT

Associate Professor, Department of Protection Management
BA, John Jay College of Criminal Justice, CUNY; MEng, Worcester Polytechnic Institute

GEORGE CORREA

College Laboratory Technician, Audio Visual Services

JUDITH E. COVERDALE

Assistant Bursar, Office of Financial and Business Services
BS, Iona College; MBA, University of Bridgeport

DAWN CROOKS

Coordinator, Undergraduate Curriculum Services, Office of Undergraduate Studies
BA, Central State University

ANGELA M. CROSSMAN

Associate Professor and Deputy Chairperson for Advising, Department of Psychology
BA, Dartmouth College; MA, PhD, Cornell University

ROBERT E. CROZIER

Professor Emeritus, Department of English
BA, Trinity College; MA, PhD, Columbia University

RICHARD CULP

Associate Professor, Department of Public Management
BA, The Ohio State University; MA, Ohio University; MPhil, PhD, The City University of New York

JAMES T. CURRAN

Professor, Department of Law, Police Science and Criminal Justice Administration
BA, Brooklyn College, CUNY; MSW, Fordham University

ISABELLE T. CURRO

Deputy Director, Department of Campus Safety and Security
BS, MPA, John Jay College of Criminal Justice, CUNY; JD, Touro Law School

RICHARD CURTIS

Professor and Chairperson, Department of Anthropology
BA, University of Maine; MA, PhD, Columbia University

CHRISTINA CZECHOWICZ

Director, Administration, Department of Law, Police Science and Criminal Justice Administration
BA, Alfred University; MA, Fordham University

MARIA J. D'AGOSTINO

Assistant Professor, Department of Public Management
BA, Fordham University; MA, University of Padova; PhD, Rutgers, The State University of New Jersey

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Sports Information Director, Department of Physical Education and Athletics
AAS, Herkimer County Community College; BA, The State University of New York at Cortland

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Professor Emeritus, Department of English
BA, New York University; MA, PhD, Columbia University

EDWARD A. DAVENPORT

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AB, AM, PhD, Harvard University

PETER R. De FOREST

Professor, Department of Sciences
BS, DCrim, University of California, Berkeley

KOJO A. DEI

Assistant Professor, Department of Anthropology
BA (Vordiplom), MA, Philipps Universität, West Germany; MPhil, PhD, Columbia University

VINCENT DeCASTILLO

Associate Professor, Department of Law, Police Science and Criminal Justice Administration
BS, Empire State College; MPA, John Jay College of Criminal Justice, CUNY; PhD, Fordham University

ARIEL DEL ROSARIO

Assistant Coordinator of One Stop and Call Center Services, Division of Enrollment Management
BS, MS, Cornell University

JO ELLEN De LUCIA

Assistant Professor, Department of English
BA, Lafayette College; PhD, Indiana University

ROBERT C. De LUCIA

Professor, Department of Counseling
BS, MS, Herbert H. Lehman College, CUNY; EdD, Fairleigh Dickinson University

WILLIAM DEVINE

Administrative Director, New York City Police Leadership in a Multiracial, Multicultural City Certificate Program, Division of Enrollment Management
BA, St. Francis College; MA, New York University

PETER J. DIACZUK

Director of Forensic Science Training, Center for Modern Forensic Practice
BS, John Jay College of Criminal Justice, CUNY

VIRGINIA M. DIAZ

Lecturer, SEEK Department
BA, Herbert H. Lehman College, CUNY; MA, The City College of New York, CUNY

SANDRINE DIKAMBI

Coordinator of Undergraduate Programs and Initiatives, Office of Undergraduate Studies
BA, The City College of New York, CUNY

PETER DODENHOFF

Editor, Department of Institutional Advancement
BA, John Jay College of Criminal Justice, CUNY

DAN DOLAN

Director of Procurement, Office of Financial and Business Services
BA, The State University of New York at Albany; MPA, John Jay College of Criminal Justice, CUNY

MARC DOLAN

Associate Professor, Department of English
AB, Harvard College; PhD, Harvard University

KIRK DOMBROWSKI

Associate Professor, Department of Anthropology
BA, University of Notre Dame; MA, Columbia University; MA, PhD, The City University of New York

JANNETTE O. DOMINGO

Dean of Graduate Studies and Associate Professor, Department of African-American Studies and Department of Economics
BA, Swarthmore College; MA, McGill University; MPhil, PhD, Columbia University

GREGORY DONALDSON

Assistant Professor, Department of Communication and Theatre Arts
BA, Brown University; MA, Fordham University

JOHN A. DONARUMA

Associate Professor, Department of Communication and Theatre Arts
Division of Student Development
BA, MA, Jersey City State College; EdD, Fairleigh Dickinson University

MICHELE COSTABILE DONEY

Coordinator, Math and Science Tutoring, Office of Undergraduate Studies
BS, Michigan State University

RIMA R. DOUGLAS

Assistant Director, Office of Student Activities and Campus Life, Division of Student Development
BA, Purchase College, The State University of New York; MA, John Jay College of Criminal Justice, CUNY

LAURA DRAZDOWSKI

Assistant Athletics Director for Marketing and Promotions, Department of Physical Education and Athletics
BA, Columbia University

BATSHEVA DREISINGER

Assistant Professor, Department of English
BA, Queens College, CUNY; MA, PhD, Columbia University

MEGHAN DUFFY

Director, Center for the Advancement of Teaching
BA, John Jay College of Criminal Justice, CUNY

JANICE DUNHAM

Associate Professor and Associate Librarian for Reader Services, Lloyd George Sealy Library
BA, MA, Hunter College, CUNY; MS, Columbia University

ANILA SABIKO DURO

Executive Assistant to the Dean of Graduate Studies
BA, John Jay College of Criminal Justice, CUNY

JENNIFER DYSART

Associate Professor and Deputy Chairperson for Undergraduate Education, Department of Psychology
BA, John Jay College of Criminal Justice, CUNY

BERENECEA JOHNSON EANES

Vice President for Student Development, Chairperson and Associate Professor, Department of Counseling
BS, Dillard University; MSW, Boston University School of Social Work; DPhil, Clark Atlanta University School of Social Work

SULEMA A. EBRAHIM

Interim Dean for Enrollment Management, Division of Enrollment Management
BA, MA, MA, The City College of New York, CUNY

Faculty & Staff

WAYNE EDWARDS

Dean of Students, Division of Student Development
BA, MA, Hunter College, CUNY; MPhil, The Graduate School and University Center, CUNY

NANCY EGAN

Assistant Professor and Reference and Circulation Librarian, Lloyd George Sealy Library
BS, Rider College; MLS, MALS, Queens College, CUNY

MIRIAM EHRENSAFT

Associate Professor, Department of Psychology
BA, Queens University at Kingston, Canada; MA, PhD, State University at Stony Brook

MARGARET ANN ESCHER

Lecturer, Department of English
BA, St. John's College; MPhil, PhD, New York University

MARCIA ESPARZA

Assistant Professor, Department of Latin American and Latina/o Studies
BA, Hunter College, CUNY; PhD, The State University of New York at Albany

ELI FABER

Professor and Chairperson, Department of History
BA, MA, PhD, Columbia University

DIANA FALKENBACH

Assistant Professor, Department of Psychology
BA, Emory University; MS, Georgia State University; PhD, University of South Florida

LISA FARRINGTON

Professor, Department of Art and Music
BA, Howard University; MA, American University; MA, PhD, The Graduate School and University Center, The City University of New York

ABE FENSTER

Professor Emeritus, Department of Psychology
BBA, The City College of New York, CUNY; MS, PhD, Columbia University

WANDA FERNANDOPULLE

Director of Advisement, Division of Student Development
BA, MEd, Francis Marion University; MEd, University of South Carolina, Columbia; EdD, Nova Southeastern University

YVETTE FIBLEUIL

Student Technology Fee Coordinator, Instructional Technology Support Services
BS, The College of Staten Island, CUNY; MA, Long Island University

MARK R. FONDACARO

Professor, Department of Psychology
BA, Stonybrook University; PhD, Indiana University, Bloomington; JD, Columbia Law School

FARRIS FORSYTHE

Affirmative Action Officer, Sexual Harassment Coordinator and 504/ADA Compliance Officer, Office of the President
BS, Howard University; MPA, John Jay College of Criminal Justice, CUNY

ROBERT A. FOX

Professor, Department of Physical Education and Athletics
BA, Moravian College; MS, Herbert H. Lehman College, CUNY; EdD, Columbia University

BEVERLY D. FRAZIER

Assistant Professor, Department of Law, Police Science and Criminal Justice Administration
BBA, Georgia State University; MBA, Brenau University; MDiv, Princeton Theological Seminary; PhD, University of Pennsylvania

JOSHUA D. FREILICH

Associate Professor, Department of Sociology and Deputy Executive Officer, Doctoral Program in Criminal Justice
BA, Brooklyn College, CUNY; JD, Brooklyn Law School; MA, PhD, University at Albany, The State University of New York

DIANA FRIEDLAND

Assistant Professor, Department of Sciences
BA, Hunter College, CUNY; MS, PhD, The Graduate School and University Center, CUNY

TOVA FRIEDLER

Vice President for Institutional Advancement
BA, Hunter College, CUNY; MA, New York University; PhD, Case Western/Michigan State University

MICHELE GALIETTA

Associate Professor, Department of Psychology
BS, MA, MA, PhD, Fordham University

NESTA M. GALLAS

Professor Emerita, Department of Public Management
AB, University of California, Los Angeles; MS, MPA, DPA, University of Southern California

GINA GALLIGAN

Financial Planning and Resource Management Coordinator, Office of Financial and Business Services
BA, St. Francis College

RULISA GALLOWAY-PERRY

Executive Assistant to the President
BA, John Jay College of Criminal Justice, CUNY

GAIL GARFIELD

Assistant Professor, Department of Sociology
BA, Institute of Child Development, University of Minnesota; MA, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota; MPhil, DPhil, The Graduate School and University Center, CUNY

ROBERT GAROT

Assistant Professor, Department of Sociology
BA, MA, PhD, University of California, Los Angeles

DANIEL GASMAN

Professor, Department of History
AB, Brooklyn College, CUNY; PhD, University of Chicago

KATIE GENTILE

Associate Professor, Department of Counseling and Director, Women's Center
BA, University of Michigan; MA, DPhil, New York University

KONSTANTINOS GEORGATOS

Associate Professor, Department of Mathematics and Computer Science
BS, University of Athens; MA, The City College of New York, CUNY; MPhil, PhD, The City University of New York

GWENDOLYN L. GERBER

Professor, Department of Psychology
AB, MA, PhD, University of California, Los Angeles

MARY GIBSON

Professor, Department of History
BA, Duke University; MA, PhD, Indiana University at Bloomington

P.J. (Patricia JoAnn) GIBSON

Professor, Department of English
BA, Keuka College; MFA, Brandeis University

LIOR GIDEON

Assistant Professor, Department of Law, Police Science and Criminal Justice Administration
BA, MA, Haifa University; PhD, Hebrew University, Jerusalem

PAUL GIOVINE

Associate Director, Doctoral Program in Criminal Justice
BA, Rome University; MA, The City College of New York, CUNY

ELISABETH GITTER

Professor Emerita, Department of English
BA, Wellesley College; MPhil, PhD, Yale University

DEMIS GLASFORD

Assistant Professor, Department of Psychology
BA, University of Colorado at Boulder; MA, PhD, University of Connecticut

RICHARD GLOVER

Special Projects Coordinator, Office of Continuing and Professional Studies
BS, Boston University; MSSW, Columbia University

CHRISTINE GODEK

Director of Communications, Department of Institutional Advancement
BA, Hunter College, CUNY; MBA, Pace University

ANNA C. GOLDOFF

Professor Emerita, Department of Public Management
BA, Hunter College, CUNY; PhD, The City University of New York

ALAN M. GOLDSTEIN

Professor Emeritus, Department of Psychology
BA, Hunter College, CUNY; MA, PhD, Fordham University

DONALD GOODMAN

Associate Professor, Department of Sociology
AB, Yale College; MA, PhD, Fordham University

RONALD GOSS

Equipment Manager, Department of Physical Education and Athletics
BA, John Jay College of Criminal Justice, CUNY

WILLIAM GOTTDIENER

Assistant Professor, Department of Psychology
BA, Hunter College, CUNY; MA, PhD, The New School for Social Research

NATHAN H. GOULD

Professor Emeritus, Department of Anthropology
BA, MA, University of California, Los Angeles; PhD, Harvard University

SAMUEL GRAFF

Professor, Department of Mathematics and Computer Science and Co-Director, Master of Science in Forensic Computing Program
BS, Rensselaer Polytechnic Institute; MS, PhD, New York University

JOSEPH GRAHAM

Instructor, Department of Protection Management
BA, New York University; JD, Fordham University; MPA, Harvard University

DOLORES GRANDE

Assistant Professor and Serials Librarian, Lloyd George Sealy Library
BA, College of Mt. St. Vincent; JD, New York Law School; MLS, Pratt Institute; LLM, New York University Law School

DONALD GRAY

Dean for Human Resources/Labor Designee
BBA, MBA, Iona College

JONATHAN GRAY

Assistant Professor, Department of English
BA, Howard University; MA, Fordham University; PhD, The Graduate School and University Center, CUNY

AMY GREEN

Associate Professor, Department of Communication and Theatre Arts
BFA, Hofstra University; PhD, The Graduate School and University Center, CUNY

DAVID GREEN

Assistant Professor, Department of Sociology
BS, Worcester State College; MPhil, PhD, University of Cambridge, St. John's College, UK

LAURA GREENBERG

Associate Professor, Department of Art and Music
BA, Brooklyn College, CUNY; BMus, Manhattan School of Music; MA, The City College of New York, CUNY; DMA, Columbia University

NADIA GRIFFITH-ALLEN

Director of Compliance and Diversity, Division of Student Development
BS, Syracuse University; MA, Teachers College, Columbia University

CAROL GRONEMAN

Professor Emerita, Department of History
BA, University of Cincinnati; MA, PhD, University of Rochester

NORMAN GRONER

Associate Professor, Department of Protection Management and Director, Master of Science Program in Protection Management Program
BS, Antioch College; MS, PhD, University of Washington

JENNIFER GROSCUP

Associate Professor, Department of Psychology
BA, Georgetown University; JD, University of Nebraska at Lincoln, College of Law; PhD, University of Nebraska at Lincoln, Graduate College

JILLIAN GROSE-FIFER

Assistant Professor, Department of Psychology
BS, University of Aston in Birmingham, UK; DOpt, British College of Optometrists; PhD, University of Aston in Birmingham

LOUIS GUINTA

Associate Professor, Department of Communication and Theatre Arts
BA, Montclair State College; MA, Jersey City State College; PhD, Fordham University

IRVING B. GULLER

Professor Emeritus, Department of Psychology
BA, MA, The City College of New York, CUNY; PhD, New York University

MARIA (MAKI) HABERFELD

Professor, Department of Law, Police Science and Criminal Justice Administration
BA, MA, Hebrew University of Jerusalem; MPhil, PhD, The Graduate School and University Center, CUNY

ROBERT A. HAIR

Associate Professor, Department of Protection Management
BS, New York University; MPA, John Jay College of Criminal Justice, CUNY

DEBRA HAIRSTON-PARKER

Administrative Operations, Office of Continuing and Professional Studies
BS, MPA, John Jay College of Criminal Justice, CUNY

JAY HAMILTON

Assistant Professor, Department of Economics
BA, University of Redlands; MA, PhD, University of California

STEPHEN HANDELMAN

Director, Center on Media, Crime and Justice
BA, The City College of New York, CUNY; MPA, Kennedy School of Government, Harvard University

DEVIN G. HARNER

Assistant Professor, Department of English
BA, MA, PhD, University of Delaware

TERRENCE HARRIS

Director of Adult and Community Continuing Education, Office of Continuing and Professional Studies
AS, BA, MPA, John Jay College of Criminal Justice, CUNY

MARIA B. HARTWIG

Assistant Professor, Department of Psychology
BSc, PhLic, PhD, University of Goteburg, Sweden

GAIL HAUSS

Director, Office of Institutional Research
BA, Yale University; MS, University of Pennsylvania

RICHARD HAW

Associate Professor, Department of English
BA (Hons.), Middlesex University, UK; MA, PhD, University of Leeds, UK

YI HE

Assistant Professor, Department of Sciences
MEng, Shanghai Jiao Tong University; MSc, National University of Singapore; MPhil, PhD, The City University of New York

Faculty & Staff

IRVIN HEARD

Lecturer, Department of Sciences
BS, Southern University; MS, Howard University

WILLIAM C. HEFFERNAN

Professor, Department of Law, Police Science and Criminal Justice Administration and Director, Master of Arts in Criminal Justice Program
BA, Columbia University; MA, PhD, Harvard University; JD, University of Chicago

ELIZABETH B. HEGEMAN

Professor, Department of Anthropology
BA, Radcliffe College; MA, Columbia University; PhD, New York University

JEFFREY HEIMAN

Lecturer, Department of English
BA, University of Vermont; MA, The City College of New York, CUNY

KIMBERLY ADILLA HELMER

Assistant Professor, Department of English
BA, University of California at Los Angeles; MA, Monterey Institute of International Studies; PhD, University of Arizona

EDWARD HENDERSON

Professor Emeritus, SEEK Department
BS, MS, PhD, University of Wisconsin

VERONICA C. HENDRICK

Lecturer, Department of English
BS, BA, Providence College; MA, Southern Connecticut State University; PhD, The Graduate School and University Center, CUNY

ZELMA HENRIQUES

Professor, Department of Law, Police Science and Criminal Justice Administration
BA, Morgan State College; MSc, MEd, EdD, Columbia University

VICTOR HERBERT

Distinguished Lecturer, Department of Protection Management
BA, Cathedral College; STB, Catholic University; MA, New York University; PD, Richmond College; EdD, Nova Southeastern University; PhD, The Graduate School and University Center, CUNY

STEPHANIE HERMAN

Director, Pre-Law Institute, Office of Academic Affairs
BA, University of California, Los Angeles; JD, New York University School of Law

HOLLY HILL

Professor Emerita, SEEK Department and Department of Communication and Theatre Arts
BA, Stanford University; MFA, Columbia University; PhD, The Graduate School and University Center, CUNY

ALAN HOENIG

Professor, Department of Mathematics and Computer Science
BS, Yale University; SM, PhD, Harvard University

JOAN HOFFMAN

Professor, Department of Economics
BA, Duke University; MA, PhD, The New School for Social Research

ROBERT J. HONG

Director of Educational Technology, Office of Undergraduate Studies
BArch, MUD, The City College of New York, CUNY

JAMES J. HORAN

Lecturer, Department of Sciences
BS, St. Peter's College; MPA, The City College of New York, CUNY; MS, John Jay College of Criminal Justice, CUNY

ANN A. HUSE

Assistant Professor, Department of English
BA, Amherst College; MA, PhD, Washington University in St. Louis

DANIEL HYDEN

Employment Specialist, Office of Career Development Services, Division of Student Development
BS, Georgia Southern University

STANLEY INGBER

Professor, Department of Law, Police Science and Criminal Justice Administration
BA, Brooklyn College, CUNY; JD, Yale Law School

CHARLES JACKSON

Assistant Athletic Director and Head Men's Basketball Coach, Department of Physical Education and Athletics
BS, University of Pittsburgh; MEd, Lehman College, CUNY

JAMES R. JACOB

Professor, Department of History
BA, University of Tulsa; MA, Rice University; PhD, Cornell University

JACK JACOBS

Professor, Department of Government
BA, The State University of New York at Binghamton; MA, MPhil, PhD, Columbia University

NANCY JACOBS

Director, Criminal Justice Research and Evaluation Center
BS, New York University; MA, Teachers College, Columbia University; MPhil, PhD, Columbia University

MICHAEL JACOBSON

Professor, Department of Law, Police Science and Criminal Justice Administration
BA, Brooklyn College, CUNY; PhD, The Graduate School and University Center, CUNY

DAVID T. JEAN-PAUL

Director, College Now Program, Office of Academic Support Services
BA, JD, University of Wisconsin, Madison; MA, The University of Chicago

ELIZABETH JEGLIC

Associate Professor, Department of Psychology
BSc, BA, University of Ottawa; MA, PhD, The State University of New York at Binghamton

LEE JENKINS

Professor Emeritus, Department of English
BA, Fisk University; MA, PhD, Columbia University

CHARLES R. JENNINGS

Associate Professor, Department of Protection Management
AS, Montgomery College; BS, University of Maryland at College Park; MS, John Jay College of Criminal Justice, CUNY; MRP, PhD, Cornell University

PING JI

Associate Professor, Department of Mathematics and Computer Science
BS, Tsinghua University; PhD, The University of Massachusetts at Amherst

RAYMOND JIGGETTS

Server Administrator, Instructional Technology Support Services
BS, John Jay College of Criminal Justice, CUNY

CARLEEN JOHNSON

Federal Work Study Coordinator, Office of Student Financial Services, Division of Enrollment Management
BS, York College, CUNY; MPA-IG, John Jay College of Criminal Justice, CUNY

HERBERT JOHNSON

Director, Criminal Justice Center, Office of Continuing and Professional Studies
BA, Dowling College; MSW, Fordham University

MATTHEW B. JOHNSON

Associate Professor, Department of Psychology
BA, Rutgers, The State University of New Jersey; MA, Montclair State College; MA, PhD, Adelphi University

JANICE JOHNSON-DIAS

Assistant Professor, Department of Sociology
BA, Brandeis University; MA, PhD, Temple University

DELORES JONES-BROWN

Professor, Department of Law, Police Science and Criminal Justice Administration and Director, Center on Race, Crime and Justice
BA, Howard University; MA, PhD, Rutgers, The State University of New Jersey; JD, Rutgers University School of Law at Newark

MAKEDA JORDAN

Special Assistant to the Chairperson and Athletic Director, Department of Physical Education and Athletics
BA, John Jay College of Criminal Justice, CUNY; MA, Queens College, CUNY

BARBARA JOSIAH

Assistant Professor, Department of History
BA, John Jay College of Criminal Justice, CUNY; MA, PhD, Howard University

MIRTZA JOURDAIN

Admissions Counselor, Office of Undergraduate Admissions, Division of Enrollment Management
AA, Kingsborough Community College, CUNY; BA, John Jay College of Criminal Justice, CUNY

DANIEL P. JUDA

Associate Professor, Department of Psychology
BA, University of California, Berkeley; MA, PhD, The New School for Social Research

MAQSOOD-UDDIN KADIR

Assistant Professor, Department of African-American Studies
BS, John Jay College of Criminal Justice, CUNY; MS, Indiana State University; PhD, University of Tennessee

ALENA KAKTYSH

Senior Assistant to the Senior Vice President for Finance and Administration
MS, Bernard M. Baruch College, CUNY

KEWULAY KAMARA

Lecturer, Department of African-American Studies
BA, The State University of New York at Oneonta; MA, PhD, The New School University

MARLENE KANDEL

Assistant Professor, Coordinator of Technical Services, and Cataloger, Lloyd George Sealy Library
BA, University of Pennsylvania; MLS, Queens College, CUNY; MA, Herbert H. Lehman College, CUNY

LAWRENCE J. KAPLAN

Professor Emeritus, Department of Economics
BA, Brooklyn College, CUNY; MA, PhD, Columbia University

KAREN KAPLOWITZ

Associate Professor, Department of English
BA, Queens College, CUNY; MA, PhD, New York University

HELEN KAPSTEIN

Assistant Professor, Department of English
BA, Brown University; MA, MPhil, PhD, Columbia University

ANDREW KARMEN

Professor, Department of Sociology
BS, MA, The City College of New York, CUNY; MS, University of Rochester; PhD, Columbia University

EMILY KARP

Tuition and Fees Officer, Office of Financial and Business Services
BA, Washington University

SAUL KASSIN

Distinguished Professor, Department of Psychology
BS, Brooklyn College, CUNY; MA, PhD, University of Connecticut

JANE KATZ

Professor and Head Women's Swim Team Coach, Department of Physical Education and Athletics
BS, The City College of New York, CUNY; MA, New York University; MEd, EdD, Teachers College, Columbia University

LIVIA KATZ

Lecturer, Department of English and Director of the Writing Center
BA, Long Island University, Brooklyn; MA, The Graduate School and University Center, CUNY

ALLISON B. KAVEY

Assistant Professor, Department of History
BSc, Cornell University; PhD, The Johns Hopkins University

LILA KAZEMIAN

Assistant Professor, Department of Sociology
BSc, MSc, Université de Montréal

PAUL M. KELLY

Transfer Coordinator, Office of Admissions, Division of Enrollment Management
BS, Le Moyne College; MEd, EdD, Fordham University

JERRYLE KEMP

Director of Alumni Relations
BA, Yale University; MBA, The Wharton School, University of Pennsylvania; JD, Harvard University

DAVID KENNEDY

Professor, Department of Anthropology and Director of the Center for Crime Prevention and Control
BA, Swarthmore College

DENNIS JAY KENNEY

Professor, Department of Law, Police Science and Criminal Justice Administration
BA, St. Leo College; MA, Rollins College; PhD, Rutgers, The State University of New Jersey

BILAL KHAN

Associate Professor, Department of Mathematics and Computer Science
BSc, Massachusetts Institute of Technology; MSc, The Johns Hopkins University; MSc, The City College of New York, CUNY; PhD, The City University of New York

KATHERINE KILLORAN

Academic Director of Undergraduate Studies and Assistant Professor, Lloyd George Sealy Library
BS, The State University of New York College of Environmental Science and Forestry; MPS, Adelphi University; MLS, Queens College, CUNY

JAE T. KIM

Professor Emeritus, Department of Public Management
BA, Yonsei University; MA, PhD, University of Southern California

JIN WOO KIM

Assistant Professor, Department of Mathematics and Computer Science
BS, Seoul National University; MS, New York University; DPhil, Georgia Institute of Technology

JOSEPH KING

Associate Professor, Department of Law, Police Science and Criminal Justice Administration
BA, St. Francis College; MA, John Jay College of Criminal Justice, CUNY; MPhil, PhD, The City University of New York

CHARLES R. KINGSTON

Professor Emeritus, Department of Sciences
BS, MCrim, DCrim, University of California, Berkeley

ERICA KING-TOLER

Assistant Professor, SEEK Department
BS, Hampton University; MA, MEd, PhD, Teachers College, Columbia University

KWANDO M. KINSHASA

Professor and Chairperson, Department of African-American Studies
BA, MA, Hunter College, CUNY; MA, PhD, New York University

MARIA KIRIAKOVA

Assistant Professor, Collection Development Librarian, and Reference Librarian, Lloyd George Sealy Library
BA, Moscow Institute for Foreign Languages; MA, New York University; MLS, Queens College, CUNY

STUART M. KIRSCHNER

Associate Professor, Department of Psychology
BA, Hunter College, CUNY; MA, Columbia University; PhD, University of North Carolina

JOHN I. KLEINIG

Professor, Department of Law, Police Science and Criminal Justice Administration and Director, Institute for Criminal Justice Ethics
BA (Hons.), MA, University of Western Australia; BD, Melbourne College of Divinity; PhD, Australian National University; FAHA

LAWRENCE KOBILINSKY

Science Advisor to the President and Professor and Chairperson, Department of Sciences
BS, MA, The City College of New York, CUNY; PhD, The City University of New York

ALI KOCAK

Assistant Professor, Department of Sciences
BS, Selahattin University; MS, Gazi University, Turkey; MPH, PhD, The City University of New York

EKATERINA KOROBKOVA

Assistant Professor, Department of Sciences
BS, Novosibirsk State University, Russia; MA, Boston University; MS, PhD, The University of Chicago

JUDITH KORNBERG

Dean for Continuing and Professional Studies
BA, The State University of New York at Binghamton; MA, Northwestern University; PhD, University of Connecticut

MARGARET BULL KOVERA

Professor, Department of Psychology
BA, Northwestern University; PhD, University of Minnesota

JEFFREY A. KROESSLER

Associate Professor, Lloyd George Sealy Library
BA, Hobart College; MA, New York University; MLS, Queens College, CUNY; PhD, The Graduate School and University Center, CUNY

THOMAS A. KUBIC

Associate Professor, Department of Sciences
BA, MS, C.W. Post College; MPhil, The City University of New York; JD, St. John's University

L. THOMAS KUCHARSKI

Associate Professor, Department of Psychology
BA, Syracuse University; MA, Marist College
PhD, University of Rhode Island

THURAI KUGAN

Assistant Professor, Department of Mathematics and Computer Science
BSc (Hons.), University of Peradeniya, Sri Lanka; MS, PhD, University of Illinois at Urbana-Champaign

ANGELOS KYRIACOU

Assistant Registrar, Division of Enrollment Management
AA, Borough of Manhattan Community College, CUNY; BA, The City College of New York, CUNY

NILSA LAM

Coordinator of One Stop and Call Center Services, Division of Enrollment Management
BA, John Jay College of Criminal Justice, CUNY

DENIS LANE

Professor Emeritus, Department of English
BA, University of London; MA, PhD, New York University

SANDRA LANZONE

Assistant Professor and Director of Communication Skills, Department of Communication and Theatre Arts
BA, MA, John Jay College of Criminal Justice, CUNY; PhD, Fordham University

BENJAMIN LAPIDUS

Assistant Professor, Department of Art and Music
BA, Oberlin College; BM, Oberlin Conservatory of Music; MA, Hunter College, CUNY; PhD, The Graduate School and University Center, CUNY

SUSAN LARKIN

Professor, Department of Physical Education and Athletics
BA, Newton College of the Sacred Heart; MA, Columbia University; MA, Long Island University; MPhil, PhD, New York University

ERIC LARSEN

Professor Emeritus, Department of English
BA, Carleton College; MA, PhD, University of Iowa

RANDALL LASALLE

Associate Professor, Department of Economics
BS, University of Delaware; MS, University of Baltimore; PhD, Drexel University

BARRY LATZER

Professor, Department of Government
BA, Brooklyn College, CUNY; PhD, University of Massachusetts; JD, Fordham University

ANRU LEE

Associate Professor, Department of Anthropology
BA, National Taiwan University; MA, Hunter College, CUNY; PhD, The City University of New York

CHEUK LEE

Associate Registrar, Division of Enrollment Management
BA, The State University of New York at Albany; MA, Teachers College, Columbia University

EILEEN LEE

Coordinator of Mail Operations

KYOO LEE

Assistant Professor, Department of Philosophy
BA, MA, Ewha Women's University, Seoul, Korea; PhD, Birbeck College, London University, UK; PhD, Warwick University, UK

LEONA LEE

Assistant Professor, Department of Sociology
BSocSci, Chinese University of Hong Kong; MPhil, University of Cambridge, England; PhD, Rutgers, The State University of New Jersey

RUTH S. LEFKOWITZ

Professor Emerita, Department of Mathematics and Computer Science
BA, Hunter College, CUNY; MA, EdD, Columbia University

SONDRA LEFTOFF

Associate Professor, Department of Psychology
BA, Brooklyn College, CUNY; MA, PhD, New York University

MICHAEL LEIPPE

Professor, Department of Psychology
BA, University of Rochester; MA, PhD, The Ohio State University

ANTHONY J. LEMELLE

Professor, Department of Psychology
BA, Park College; MA, California State University; PhD, University of California, Berkeley

JESSE LEMISCH

Professor Emeritus, Department of History
BA, Yale University; AM, Columbia University; PhD, Yale University

NATHAN H. LENTS

Assistant Professor, Department of Sciences
BS, St. Louis University; PhD, St. Louis University, School of Medicine

YNES LEON

John Jay Phase II Project Coordinator
BSArch, BArch, MUP, The City College of New York, CUNY; MS, John Jay College of Criminal Justice, CUNY; Registered Architect

JAMES M. LEVIN

Associate Professor, Department of Psychology
BA, University of Vermont; MA, The New School for Social Research; PhD, University of Vermont

JAMES P. LEVINE

Dean of Research, Professor, Department of Government and Interim Chairperson, Department of Law, Police Science and Criminal Justice Administration
BA, MA, PhD, Northwestern University

KENNETH LEWANDOSKI

Director, International Studies and Programs
BA, MA, Florida State University

GAVIN G. LEWIS

Professor, Department of History
BA, Oxford University; MA, PhD, Princeton University

MA'AT ERICA LEWIS-COLES

Associate Professor, Department of Counseling
BA, Morgan State University; MA, PhD, Teachers College, Columbia University

PATRICIA M. LICKLIDER

Associate Professor, Department of English
BA, Regis College; MA, PhD, Columbia University

MICHAEL A. LIDDIE

Deputy Labor Designee, Office of Human Resources
BA, MPA, John Jay College of Criminal Justice, CUNY; JD, Benjamin N. Cardozo College, Yeshiva University

LOUIS LIEBERMAN

Professor Emeritus, Department of Sociology
BA, MA, The New School for Social Research; PhD, New York University

MARVA LILLY

Affirmative Action Assistant, Division of Student Development
AAS, BBA, Pace University

CHARLES LINDNER

Professor Emeritus, Department of Law, Police Science and Criminal Justice Administration
BS, The City College of New York, CUNY; JD, Brooklyn Law School; MSW, Fordham University

THOMAS R. LITWACK

Professor, Department of Psychology
BA, Dartmouth College; PhD, JD, New York University

DIANA LOPEZ

Benefits Coordinator, Office of Human Resources

SYLVIA LOPEZ

Director of Student Financial Services, Division of Enrollment Management
BS, John Jay College of Criminal Justice, CUNY

ROY LOTZ

Professor, Department of Sociology
AB, Carleton College; MA, PhD, University of Washington

JEAN LOUIS

Assistant Registrar, Office of the Registrar, Division of Enrollment Management
AA, Kingsborough Community College, CUNY; BA, MPA, John Jay College of Criminal Justice, CUNY

RICHARD LOVELY

Associate Professor, Department of Sociology and Co-Director, Master of Science in Forensic Computing Program
BA, University of South Florida; PhD, Yale University

JO-ALEJANDRA LUGO

Pell/Systems and Veterans Coordinator, Office of Student Financial Services, Division of Enrollment Management
BS, John Jay College of Criminal Justice, CUNY

MARILYN LUTZKER

Professor Emerita, Lloyd George Sealy Library
BA, Brooklyn College, CUNY; MA, New York University; MLS, Pratt Institute

GERALD W. LYNCH

President Emeritus and Professor Emeritus, Department of Psychology
BS, Fordham College; PhD, New York University

JAMES LYNCH

Distinguished Professor, Department of Law, Police Science and Criminal Justice Administration
BA, MA, PhD, University of Chicago

YUE MA

Associate Professor, Department of Law, Police Science and Criminal Justice Administration
BA, Beijing Teachers College; MA, China University of Political Science and Law; LL.M., University of Minnesota; MA, PhD, JD, Rutgers, The State University of New Jersey

ROSALIE MACALUSO

Special Events Coordinator, Department of Institutional Advancement
BA, Hunter College, CUNY

AMIE MACDONALD

Associate Professor, Department of Philosophy
BA, Hamilton College; MA, PhD, University of Massachusetts at Amherst

SUZETTE MAHATO

Enrollment Management Officer, Office of Student Financial Services, Division of Enrollment Management
BA, MA, The City College of New York, CUNY

VINCENT MAIORINO

Lecturer and Rifle Coach, Department of Physical Education and Athletics
BBA, Hofstra University; MA, John Jay College of Criminal Justice, CUNY

ANDREW MAJESKE

Assistant Professor, Department of English
BA, John Carroll University; JD, Loyola University; MA, Duquesne University; PhD, University of California, Davis

NIVEDITA MAJUMDAR

Assistant Professor, Department of English
MA, University of Delhi; PhD, University of Florida

ROSEMARIE MALDONADO

Counsel to the President
BA, Yale University; JD, University of Pennsylvania School of Law

JAMES A. MALONE

Professor, Department of Counseling
BA, University of Akron; MSW Rutgers, The State University of New Jersey; PhD, Union Graduate School

RUBIE MALONE

Assistant Vice President for Strategic Planning and Outcomes Assessment and Associate Professor, SEEK Program
BA, Clark College; MSW, Hunter College School of Social Work, CUNY; DSW, Columbia University School of Social Work

PETER MAMELI

Associate Professor, Department of Public Management
BS, The State University of New York at Oneonta; MA, The University of Colorado at Boulder; MA, PhD, The Maxwell School, Syracuse University

NORMA MANATU

Associate Professor, Department of Communication and Theatre Arts
BA, John Jay College of Criminal Justice, CUNY; MA, PhD, New York University

EVAN J. MANDERY

Associate Professor and Deputy Chairperson, Department of Law, Police Science and Criminal Justice Administration
AB, Harvard College; JD, Harvard Law School

MYTHILI MANTHARAM

Assistant Professor, Department of Mathematics and Computer Science
BSc, MPhil, MSc, University of Madras, India; MA, MS, PhD, The State University of New York at Buffalo

PETER MANUEL

Professor, Department of Art and Music
BA, MA, PhD, University of California, Los Angeles

ALAN MARGOLIES

Professor Emeritus, Department of English
BA, The City College of New York, CUNY; MA, PhD, New York University

JACOB MARINI

Executive Director, Office of Sponsored Programs
BA, LaSalle University; MA, Rutgers, The State University of New Jersey

Faculty & Staff

GERALD E. MARKOWITZ

Distinguished Professor, Department of History
BA, Earlham College; MA, PhD, University of Wisconsin

KEITH A. MARKUS

Professor, Department of Psychology
BA, The State University of New York; MS, Bernard M. Baruch College, CUNY; PhD, The Graduate School and University Center, CUNY

MARISOL MARRERO

Director, One Stop and Call Center Services, Division of Enrollment Management
BA, Hunter College, CUNY; MSED, Bernard M. Baruch College, CUNY

NANCY A. MARSHALL

Deputy Director Facilities Management
Administrative Services, Facilities Department
AAS, BS, Adelphi University

ELLEN ENGELSON MARSON

Professor Emerita, Department of Foreign Languages and Literatures
BA, Barnard College; MA, Middlebury College; PhD, The City University of New York

JOHN MATTESON

Associate Professor, Department of English
AB, Princeton University; PhD, Columbia University; JD, Harvard University

MARK McBETH

Associate Professor and Deputy Chairperson, Department of English
BA, Beaver College; MA, MA, The City College of New York, CUNY; MPhil, PhD, The Graduate School and University Center, CUNY

ELIZABETH McCABE

Director of Government Relations, Office of the President
BA, Fordham University

MARY ANN McCLURE

Assistant Professor, Department of Philosophy
BA, MA, University of Memphis; PhD, The State University of New York at Stony Brook

TIMOTHY McCORMACK

Assistant Professor, Department of English
BA, St. Bonaventure University; MA, PhD, The Graduate School and University Center, CUNY

ROBERT D. McCRIE

Professor, Department of Protection Management
BA, Ohio Wesleyan University; MS, University of Toledo; MA, MPhil, PhD, The City University of New York

G. ROGER McDONALD

Lecturer, Department of Government
BA, Oberlin College; MA, The New School for Social Research

MATTHEW McGEE

Director of Accessibility Programs, Division of Student Development
BA, The City University of New York; MSW, University of Pennsylvania

ADAM McKIBLE

Associate Professor, Department of English
BA, The State University of New York at Binghamton; MA, PhD, University of North Carolina at Chapel Hill

SHAVONNE McKIEVER

Assistant to the Vice President for Enrollment Management, Division of Enrollment Management
BS, John Jay College of Criminal Justice, CUNY

CAROLINE B. McMAHON

Assistant Director of First Year Experience, Office of Freshman Services
AS, BA, John Jay College of Criminal Justice, CUNY

LITNA McNICKLE

Interim Director of Freshman Services
AS, BA, John Jay College of Criminal Justice

RACHEL McTURSH

Assistant Director, Office of Undergraduate Admissions, Division of Enrollment Management
BA, John Jay College of Criminal Justice, CUNY

MICKEY C. MELENDEZ

Assistant Professor, Department of Counseling
BS, EdM, Boston University; PhD, Michigan State University

JEFFREY MELLOW

Associate Professor, Department of Law, Police Science and Criminal Justice Administration
BA, American University; MA, PhD, The State University of New York at Albany

SUSY MENDES

Deputy Director, Office of Sponsored Programs
BA, Iona College; MA, John Jay College of Criminal Justice, CUNY

CYNTHIA CALKINS MERCADO

Assistant Professor, Department of Psychology
BA, The State University of New York at Buffalo; MA, University of Nevada, Las Vegas; MLS, PhD, University of Nebraska, Lincoln

EMERSON MILLER

Lecturer, Department of Mathematics and Computer Science
BA, MA, University of California, Berkeley

JEAN MILLS

Assistant Professor, Department of English
BA, Mount Holyoke College; PhD, The Graduate School and University Center, CUNY

LINDA MITCHELL

Career Advisor, Office of Graduate Studies
BA, The State University of New York at Brockport; MS, Mercy College; MLS, St. John's University

LORRAINE F. MOLLER

Assistant Professor, Department of Communication and Theatre Arts
BFA, MA, PhD, New York University

DARIA MONTERO

Associate Professor, Department of Foreign Languages and Literatures
BA, PhD, University of Pennsylvania

JAYNE MOONEY

Associate Professor, Department of Sociology
BA, PhD, Postgrad Dip. in Research Methods, Middlesex University, United Kingdom

T. KENNETH MORAN

Professor Emeritus, Department of Law, Police Science and Criminal Justice Administration
BA, MA, PhD, University of Connecticut

VALENTINA MORGAN

Title IV Federal Compliance Manager, Office of Student Financial Services
BS, York College, CUNY

JOSÉ LUIS MORÍN

Interim Dean of Undergraduate Studies and Associate Professor, Department of Latin American and Latina/o Studies
BA, Columbia University; JD, New York University School of Law

ROBERT S. MORROW

Professor Emeritus, Department of Psychology
BS, MA, PhD, New York University

CHRISTOPHER J. MORSE

Associate Professor and Deputy Chairperson, Department of Law, Police Science and Criminal Justice Administration
BA, St. John's University; JD, New York Law School

HENRY MORSE

Professor Emeritus, Department of Law, Police Science and Criminal Justice Administration
BS, MPA, John Jay College of Criminal Justice, CUNY; JD, New York Law School

PETER C. MOSKOS

Assistant Professor, Department of Law,
Police Science and Criminal Justice
Administration
AB, Princeton University; MA, PhD, Harvard
University

BETTINA MUENSTER

Assistant to the President
BA, MA, John Jay College of Criminal Justice,
CUNY

DEBBIE A. MUKAMAL

Director, Prisoner Reentry Institute, Office of
Continuing and Professional Studies
BA, University of California, Berkeley; JD, New
York University School of Law

OLGA MURATOVA

Instructor, Department of Foreign Languages
and Literatures
MA, Moscow University of Linguistics; PhD, The
Graduate School and University Center, CUNY

BRIAN C. MURPHY

Director, Office of Campus Safety and
Security
AAS, BS, St. Francis College; MPA, John Jay
College of Criminal Justice, CUNY

MARGARET MURPHY

Instructional Technology Support Services,
Assistant Director and Lab Manager,
Department of Information Technology
BA, Central Connecticut State University; MA,
College of New Rochelle

BETTINA P. MURRAY

Lecturer, Department of Department of
Communication and Theatre Arts
B A, Hunter College, CUNY; MA, MEd, Teachers
College, Columbia University; MS, Long Island
University

MARY J. NAMPIAPARAMPIL

Director of Scholarships, Division of
Enrollment Management
BS, MS, St. Theresa's College, Cochin, India; MA,
Teachers College, Columbia University

SERENA NANDA

Professor Emerita, Department of
Anthropology
BA, University of Denver; MA, PhD, New York
University

J. PAUL NARKUNAS

Assistant Professor, Department of English
BA, Emory University; MA, University of Chicago;
PhD, University of Pittsburgh

MANGAI NATARAJAN

Professor, Department of Sociology
BS, MA, University of Madras, India; MA, Diploma
in Indo-Japanese Studies, University of Madras,
India; PhD, Rutgers, The State University of
New Jersey

BONNIE R. NELSON

Professor and Associate Librarian for
Information Systems, Lloyd George Sealy
Library
BA, The City College of New York, CUNY; MS,
Columbia University; MA, New York University

VINCENT NICOLOSI

Coordinator, The Writing Center
MAW, University of Iowa

KAREN NIEVES

Assistant to the Vice President for Student
Development
BA, MA, Brooklyn College, CUNY

MAYRA NIEVES

Chief of Staff, Office of the President
BS, John Jay College of Criminal Justice, CUNY

JENNIFER NISLOW

Assistant to the Director of Publications,
Department of Institutional Advancement
BA, The State University of New York at New
Paltz; MS, Columbia University Graduate School
of Journalism

JAMES N. NOBOA

Lecturer, Department of Mathematics and
Computer Science and SEEK Department
BS, The City College of New York, CUNY; MS,
Columbia University; JD, Pace University

JILL L. NORGREN

Professor Emerita, Department of
Government
AB, University of Pennsylvania; AM, PhD,
University of Michigan

HENRIETTA MARGOLIS NUNNO

Assistant Professor, Department of Sciences
BS, Brooklyn College, CUNY; PhD, The Graduate
School and University Center, CUNY; JD,
Benjamin N. Cardozo School of Law

SUZANNE OBOLER

Professor, Department of Latin American and
Latina/o Studies
BA, Colorado College; MA, University of London,
King's College; PhD, New York University

JOSEPH V. O'BRIEN

Professor, Department of History
BS, Brooklyn College, CUNY; MA, PhD, Columbia
University

MAUREEN O'CONNOR

Associate Professor and Chairperson,
Department of Psychology
BA, Colgate University; MA, JD, PhD, University
of Arizona

BARBARA ODABASHIAN

Associate Professor, Department of English
BA, Hunter College, CUNY; MA, PhD, Columbia
University

EUGENE J. O'DONNELL

Instructor, Department of Law, Police Science
and Criminal Justice Administration
BS, John Jay College of Criminal Justice, CUNY;
JD, Touro College

IRENE O'DONNELL

Director, Campus Office Services and Records
Management, Department of Financial and
Business Services
BA, John Jay College of Criminal Justice, CUNY;
MSILR, Cornell University/Bernard M. Baruch
College, CUNY

MICHAEL O'DOWD

Assistant Registrar, Division of Enrollment
Management
BA, John Jay College of Criminal Justice, CUNY

PATRICK O'HARA

Professor, Department of Public Management
BBA, MPA, Bernard M. Baruch College, CUNY;
PhD, Syracuse University

NORMAN A. OLCH

Associate Professor, Department of Law,
Police Science and Criminal Justice
Administration
AB, Columbia University; JD, New York University

ROSE O'NEILL

TAP Certifying Officer, Office of Student
Financial Services,
Division of Enrollment Management
BA, John Jay College of Criminal Justice, CUNY

SUSAN OPOTOW

Professor, Department of Sociology
BA, Antioch College; MS, Bank Street College;
PhD, Teachers College, Columbia University

ALTAGRACIA ORTIZ

Professor Emerita, Department of History
and Department of Latin American and
Latina/o Studies
AB, Hunter College, CUNY; PhD, The City
University of New York

ARNOLD OSANSKY

Director of Educational Outreach, Division of
Student Development
BA, John Jay College of Criminal Justice, CUNY;
MSEd, Baruch M. College, CUNY

ESTHER OWENS

SEEK Tutorial Coordinator
BS, Alabama State University; MA, Atlanta
University; EdM, Columbia University

SUSAN OYAMA

Professor Emerita, Department of Psychology
BA, Mills College; PhD, Harvard University

DANIEL J. PAGET

Professor, Department of Art and Music
AB, MA, Columbia University

Faculty & Staff

SANDRA L. PALLEJA

Director of Undergraduate Admissions,
Division of Enrollment Management
BS, John Jay College of Criminal Justice, CUNY

FRED PALM

Lecturer, Department of Public Management
BS, New York State Regents College (Excelsior
College); MBA, Bernard M. Baruch College,
CUNY

BILL PANGBURN

Director of Instructional Technology Support
Services, Department of Instructional
Technology
BA, Tulane University; MFA, Pratt Institute

ROBERT PANZARELLA

Professor, Department of Law, Police Science,
and Criminal Justice Administration
BA, MA, Catholic University of America; MA, The
City College of New York, CUNY; PhD, The City
University of New York

NISHAN PARLAKIAN

Professor Emeritus, Department of
Department of Communication and Theatre
Arts
BA, Syracuse University; MA, Teachers College,
Columbia University; MA, PhD, Columbia
University

KETTELIN PAUL

Chief College Laboratory Technician
and Coordinator of Laboratory Services,
Department of Sciences
BS, Brooklyn College, CUNY

EDWARD PAULINO

Assistant Professor, Department of History
BA, The State University of New York at New
Paltz; MA, Arizona State University; PhD,
Michigan State University

LUISA PAULINO

Assistant Director, Center for English
Language Support
BA, New York University; MA, Hunter College,
CUNY

GEORGIANA PEACHER

Professor Emerita, Department of
Communication and Theatre Arts
BS, MS, Syracuse University; PhD, Northwestern
University

ALLISON PEASE

Associate Professor, Department of English
BA, University of Colorado at Boulder; MA, PhD,
New York University

STEVEN PENROD

Distinguished Professor, Department of
Psychology
BA, Yale College; JD, Harvard Law School;
PhD, Harvard University

MARIBEL PEREZ

Executive Assistant to the Provost and
Senior Vice President for Academic Affairs
BA, John Jay College of Criminal Justice, CUNY

JUDY-LYNNE PETERS

Assistant Professor, Department of Public
Management
BA, MPA, John Jay College of Criminal Justice,
CUNY; PhD, Rutgers, The State University of
New Jersey

NICHOLAS PETRACO

Assistant Professor, Department of Sciences
AB, Colgate University; PhD, University of
Georgia

FRANK S. PEZZELLA

Instructor, Department of Law, Police Science
and Criminal Justice Administration
BS, St. John's University;
PhD, The State University of New York at Albany

MICHAEL PFEIFFER

Associate Professor, Department of History
BA, Washington University at St. Louis; MA, PhD,
University of Iowa

ANH PHAN

Assistant to Web Manager, Department of
Institutional Advancement
BA, The City College of New York, CUNY

ELMER PHELOD

Executive Director of Facilities Management
BS, Manhattan College

ANTHONY PHILLIPS

Director of the Cardiovascular Fitness
Center and Director of Internal Operations,
Department of Physical Education and
Athletics
BS, MPA, John Jay College of Criminal Justice,
CUNY

ROBERT M. PIGNATELLO

Senior Vice President for Finance and
Administration
BA, Montclair State University; MPA, Rutgers,
The State University of New Jersey

CHARLES PILTCH

Professor Emeritus, Department of English
BS, Brooklyn College, CUNY;
MA, The John Hopkins University;
PhD, The City University of New York

WALLACE PINA

Professor Emeritus, Department of Physical
Education and Athletics
BS, Manhattan College; MS, Columbia University

DANIEL PINELLO

Professor, Department of Government
BA, Williams College; JD, New York University;
PhD, Yale University

ALEXIS RUSSELL PIQUERO

Presidential Scholar and Professor,
Department of Anthropology
BA, MA, PhD, University of Maryland

NICOLE LEEPR PIQUERO

Associate Professor, Department of Sociology
BA, MA, PhD, University of Maryland

RAYMOND PITT

Professor Emeritus, Department of Sociology
BA, Oberlin College; MA, PhD, Columbia
University

JOHN PITTMAN

Associate Professor, Department of
Philosophy
BA, The City College of New York, CUNY; MA,
PhD, The City University of New York

HARRIET POLLACK

Professor Emerita, Department of
Government
BA, MA, Hunter College, CUNY; PhD, Columbia
University

M. MELINDA POWERS

Assistant Professor, Department of English
BA, Columbia University; MSt, University of
Oxford, Corpus Christi College; MA, University of
Southern California; PhD, University of California
at Los Angeles

WILLIAM PRESTON

Professor Emeritus, Department of History
BA, MA, Columbia University; PhD, University of
Wisconsin

BARBARA RAFFEL PRICE

Professor Emerita, Department of Law, Police
Science and Criminal Justice Administration
BA, Smith College; MA, PhD, Pennsylvania State
University

DAVID PRIMAK

Assistant Registrar, Division of Enrollment
Management
BS, Brooklyn College, CUNY; MBA, University of
Phoenix

GLORIA PRONI

Assistant Professor, Department of Sciences
BS, PhD, University of Bologna, Italy

MICHAEL J. PULS

Assistant Professor, Department of
Mathematics and Computer Science
BS, Cleveland State University; MA, Miami
University; PhD, Virginia Polytechnic Institute and
State University

YVONNE W. PURDIE

Deputy Director of Human Resources
BS, MPA, John Jay College of Criminal Justice,
CUNY

DARA QUERIMIT

Counselor, Department of Counseling
BA, Rosemont College; MA, PhD, Teachers
College, Columbia University

RAFAEL QUILES

Admissions Counselor, Office of
Undergraduate Admissions, Division of
Enrollment Management
BA, MS, John Jay College of Criminal Justice,
CUNY

CARINA M. QUINTIAN

IRB Administrator, Office of Institutional
Review Board
BA, MPA, Bernard M. Baruch College, CUNY

CHITRA RAGHAVAN

Associate Professor, Department of
Psychology and Director, BA/MA Program
AB, Smith College; MA, PhD, University of Illinois
at Champaign-Urbana

VALLI RAJAH

Associate Professor, Department of Sociology
BA, Barnard College, CUNY; MA, MPhil, PhD,
Columbia University

KAREN RAMBHAROSE

Deputy Director, Department of Testing,
Division of Enrollment Management
BA, John Jay College of Criminal Justice, CUNY

CAROLINE REITZ

Assistant Professor, Department of English
BA, Princeton University; MA, PhD, Brown
University

STEPHEN K. RICE

Assistant Professor, Department of Law,
Police Science and Criminal Justice
Administration
BA, University of Florida; MS, Florida State
University; MA, PhD, University of Florida

ERNEST RICK RICHARDSON

Lecturer, Department of Sociology
BA, MA, John Jay College of Criminal Justice,
CUNY; MA, Fordham University; MSW, Hunter
College School of Social Work, CUNY

ROBERT W. RIEBER

Professor Emeritus, Department of
Psychology
BS, Pennsylvania State University; MEd, Temple
University; PhD, University of London

IVETTE RIVERA

Bursar, Office of Financial and Business
Services
AA, Eugenio Maria de Hostos Community
College, CUNY; BA, John Jay College of Criminal
Justice, CUNY

RAYMOND RIZZO

Professor Emeritus, Department of
Communication and Theatre Arts
BA, Columbia College; MA, New York University

MARIA RODRIGUEZ

Associate Professor, SEEK Department and
Department of Communication and Theatre
Arts
BA, Hunter College, CUNY; MS, Fordham
University; EdD, New York University

TANYA RODRIGUEZ

Assistant Professor, Department of
Philosophy
BA, San Jose State University; PhD, University of
Minnesota

PETER ROMANIUK

Assistant Professor, Department of
Government
BA, BA, LLB, University of Adelaide; AM, PhD,
Brown University

RAUL ROMERO

Instructor, Department of Foreign Languages
and Literatures
BA, University of Havana, Cuba; MA, The City
College of New York, CUNY; PhD, The Graduate
School and University Center, CUNY

ELLEN DOREE ROSEN

Professor Emerita, Department of Public
Management
BA, MA, Brooklyn College, CUNY; PhD, The City
University of New York

MARIE ROSEN

Senior Editor, Department of Institutional
Advancement
BA, The City University of New York

ISRAEL ROSENFELD

Professor, Department of History
AB, MD, New York University; MA, PhD, Princeton
University

LYDIA S. ROSNER

Associate Professor, Department of Sociology
BA, MA, Hunter College, CUNY; PhD, The City
University of New York

ROBERT ROTHCHILD

Professor Emeritus, Department of Sciences
BS, The City College of New York, CUNY; MA,
MPhil, PhD, Columbia University

JODIE G. ROURE

Assistant Professor, Department of Latin
American and Latina/o Studies
BA, Douglass College, Rutgers, The State
University of New Jersey; JD, Western New
England College School of Law; PhD, The State
University of New York at Buffalo

LINDA ROURKE

Lecturer, Department of Sciences
BA, University of Pennsylvania; MPhil, The
Graduate School and University Center, CUNY;
MS, John Jay College of Criminal Justice, CUNY

CATHERINE ROVIRA

Professor and Chairperson, Department of
Foreign Languages and Literatures
BA, MA, The City College of New York, CUNY;
PhD, The City University of New York

AMY ROWLAND

Assistant Professor and Head Men's and
Women's Tennis Coach, Department of
Physical Education and Athletics
AB, Kenyon College; MS, Smith College; PhD,
Virginia Polytechnic Institute and State University

EILEEN ROWLAND

Professor Emerita, Lloyd George Sealy
Library
BA, Queens College, CUNY; MS, Columbia
University; MA, The New School for Social
Research; MA, New York University

JANET RUBEL

Executive Assistant to the Senior Vice
President for Finance and Administration
BA, Herbert H. Lehman College, CUNY

MARILYN RUBIN

Professor, Department of Public
Management and Director, Master of Public
Administration Program
BA, Douglass College; MA, PhD, New York
University

FREDERIK L. RUSCH

Professor Emeritus, Department of English
BA, Bates College; MA, New York University;
PhD, The State University of New York at Albany

SANDRA RUTHERFORD

Office Manager, Office for the Advancement
of Research

CHARLES T. RYAN

Professor Emeritus, Department of Protection
Management
BS, Wagner College; MBA, New York University;
MS, Columbia University

DOUGLAS E. SALANE

Associate Professor, Department of
Mathematics and Computer Science
BA, Queens College, CUNY; MS, PhD, The State
University of New York at Stony Brook

C. GABRIELLE SALFATI

Associate Professor, Department of
Psychology
BA, (Hons.), University of Nottingham; MSc,
University of Surrey; PhD, University of Liverpool

Faculty & Staff

SYDNEY SAMUEL

Professor, Department of Mathematics and Computer Science
BEd, London University, England; DipEd, Nottingham University, England; MA, MEd, EdD, Teachers College, Columbia University

CARIDAD SANCHEZ

Associate Professor, Department of Counseling
BA, New York University; MSE, PhD, Fordham University

ANNE-MARIE SAPSE

Professor, Department of Sciences
BA, University of Bucharest; MA, The City College of New York, CUNY; PhD, The City University of New York

RICHARD SAULNIER

Vice President for Enrollment Management
BS, St. Peter's College; MS, Fordham University; MPA, PhD, New York University

MICHAEL S. SCADUTO

Admissions Counselor, Office of Undergraduate Admissions, Division of Enrollment Management
BS, John Jay College of Criminal Justice, CUNY

SARA SCALDAFFERRY

Associate Registrar
BA, Catholic University of Guayaquil, Ecuador; MEd, Bernard M. Baruch College, CUNY

MILTON SCHAEFER

Professor Emeritus, Department of Art and Music
BS, Juilliard School of Music; MA, The City College of New York, CUNY

GAEL L. SCHATZ

Special Assistant to the Provost and Senior Vice President for Academic Affairs
BA, Brooklyn College, CUNY; MA, New York University

LOUIS B. SCHLESINGER

Professor, Department of Psychology
BA, Rider College; MA, PhD, The New School for Social Research

ARTHUR SCHLISSEL

Professor Emeritus, Department of Mathematics and Computer Science
BS, Brooklyn College, CUNY; MS, PhD, New York University

ELLEN SCHRIVNER

Director, Criminal Justice Leadership Academy, Office of Continuing and Professional Studies
BS, MS, St. Louis University; PhD, Catholic University of America

DOROTHY MOSES SCHULZ

Professor, Department of Law, Police Science and Criminal Justice Administration
BA, New York University; MA, John Jay College of Criminal Justice, CUNY; PhD, New York University

ALEXANDER SCHLUTZ

Assistant Professor, Department of English
BA, MA, University of Tubingen; PhD, University of Washington

ADINA SCHWARTZ

Professor, Department of Law, Police Science and Criminal Justice Administration
BA, Oberlin College; PhD, The Rockefeller University; JD, Yale Law School

RICHARD W. SCHWESTER

Assistant Professor, Department of Public Management
BA, The Johns Hopkins University; MA, PhD, Rutgers, The State University of New Jersey

LYDIA SEGAL

Professor, Department of Law, Police Science and Criminal Justice Administration
BA, Harvard University; BA, Oxford University; JD, Harvard Law School

ROBERT F. SERMIER

Program Administrator and Student Advisor, Department of Public Management
BS, U.S. Naval Academy; MBA, Harvard University

ELLEN SEXTON

Assistant Professor and Reference Librarian, Lloyd George Sealy Library
Dip. LIS, University College, Dublin, Ireland; MA, Trinity College, Dublin Ireland; MS, Hunter College, CUNY; Spec. Dip. Admin., Queens College, CUNY

RUTH BERS SHAPIRO

Professor Emerita, Department of Psychology
BA, University of Michigan; PhD, New York University

EDWARD J. SHAUGHNESSY

Professor Emeritus, Department of Sociology
BA, Catholic University of America; MA, Fordham University; MA, Manhattan College; MA, PhD, The New School for Social Research

FRANCIS X. SHEEHAN

Lecturer, Department of Sciences
BS, John Jay College of Criminal Justice, CUNY

PETER SHENKIN

Associate Professor and Chairperson, Department of Mathematics and Computer Science
AB, Columbia University; MS, PhD, New York University

SUZANNE SHERBELL

Administrative Coordinator, Department of Sciences
BA, Brooklyn College, CUNY; JD, Golden Gate University School of Law

DENNIS M. SHERMAN

Professor, Department of History
BA, JD, University of California, Berkeley; PhD, University of Michigan

ANDREW H. SIDMAN

Assistant Professor, Department of Government
BA, Fordham University; PhD, Stony Brook University

KEVIN S. SILVA

Systems Administrator, Department of Information Technology

LUCY M. SILVA

Deputy Director, CUNY Skills Assessment Tests, Office of Testing

ISIDORE SILVER

Professor Emeritus, Department of History
BS, University of Wisconsin; JD, MA, New York University

ELI B. SILVERMAN

Professor Emeritus, Department of Law, Police Science and Criminal Justice Administration
BA, Allegheny College; MA, PhD, Pennsylvania State University

ANTONY ERIC SIMPSON

Professor Emeritus, Lloyd George Sealy Library
BA, University of Wales; MS, Columbia University; MA, PhD, New York University

PATRICIA M. SINATRA

Associate to the Dean of Undergraduate Studies
BS, John Jay College of Criminal Justice, CUNY; MEd, Hunter College, CUNY; PhD, Fordham University

LESTER SINGH

Network Manager, Lloyd George Sealy Library
BS, Union College

RAHUL SINHA

Administrative Coordinator, Department of Sociology

ALEXANDER B. SMITH

Professor Emeritus, Department of Sociology
BSS, MS, The City College of New York, CUNY; LLB, Brooklyn Law School; MA, PhD, New York University

ITAI NARTZIZENFIELD SNEH

Assistant Professor, Department of History
BA, Hebrew University, Israel; LLB, MA, McGill
University, Canada; MPhil, PhD, Columbia
University

EDWARD SNAJDR

Associate Professor, Department of
Anthropology
BA, Northwestern University; PhD, University of
Pittsburgh

JEREMY SOGLUIZZO

Assistant Director, Office of Graduate
Admissions, Division of Enrollment
Management
BA, The State University of New York at Oneonta

NATALIE J. SOKOLOFF

Professor, Department of Sociology
BA, University of Michigan; MA, Brown
University; PhD, The City University of New York

CARMEN LEONOR SOLIS

Assistant Professor and Counselor, SEEK
Department
BA, MSW, Rutgers, The State University of New
Jersey; DSW, Hunter Graduate School of Social
Work, CUNY

MONICA SON

Instructor, SEEK Department
BA, MEd, Fordham University

LILIANA SOTO-FERNANDEZ

Assistant Professor,
Department of Foreign Languages
and Literatures
BA, Brooklyn College, CUNY; MPhil, PhD, The
Graduate School and University Center, CUNY

EDWARD SPINGARN

Professor Emeritus, Department of
Communication and Theatre Arts
AB, Brooklyn College; AM, PhD, Columbia
University

BARRY SPUNT

Associate Professor, Department of Sociology
BA, MAT, University of Massachusetts at
Amherst; PhD, Fordham University

JOHN D. STAINES

Assistant Professor, Department of English
BA, Harvard University; PhD, Yale University

BARBARA STANLEY

Professor, Department of Psychology
BA, Montclair State College; MA PhD, New York
University

JILL STAUFFER

Assistant Professor, Department of
Philosophy
BA, MA, DPhil, University of California, Berkeley

KATHY STAVRIANOPOULOS

Professor, Department of Counseling
AAS, Nassau Community College; BA, Hunter
College, CUNY; MS, PhD, Fordham University

MICHAEL STEINMAN

Professor, Department of Government
BA, George Washington University; MA, PhD,
University of Chicago

DAVID STERNBERG

Professor Emeritus, Department of Sociology
BA, Yale University; JD, Harvard University; MA,
PhD, New York University

TIMOTHY STEVENS

Assistant Professor, Department of English
BA, MA, University of Texas at
Austin; PhD, The Graduate School and University
Center, CUNY

HAZEL STEWART

Purchasing Agent, Office of Financial and
Business Services
BA, John Jay College of Criminal Justice, CUNY

CHARLES STICKNEY

Associate Professor, Department of English
BA, Brooklyn College, CUNY; Dipl. in English
Studies, University of Edinburgh; PhD, The City
University of New York

RICHARD STRIPP

Assistant Professor, Department of Sciences
BS, MS, PhD, St. John's University, College of
Pharmacy and Allied Health Professions

STACI STROBL

Assistant Professor, Department of Law,
Police Science and Criminal Justice
Administration
BA, Cornell University; MA, John Jay College
of Criminal Justice, CUNY; PhD, The Graduate
School and University Center, CUNY

TIMOTHY STROUP

Professor, Department of Philosophy
BA, MA, The City College of New York, CUNY;
MA, The City University of New York; BA, MA,
DPhil, Oxford University

CHARLES B. STROZIER

Professor, Department of History and
Director, Center on Terrorism
BA, Harvard University; MA, PhD, University of
Chicago

JON-CHRISTIAN SUGGS

Professor Emeritus, Department of English
BA, Baker University; MA, MPhil, PhD, University
of Kansas

PREMWATI SUKHAN

Administrative Associate for the Office of
Internships and Cooperative Education,
Department of Career Development Services,
Division of Enrollment Management
BA, John Jay College of Criminal Justice, CUNY

HAROLD J. SULLIVAN

Professor and Chairperson,
Department of Government
BA, University of Massachusetts; PhD, The City
University of New York

LARRY E. SULLIVAN

Professor, Associate Dean, and Chief
Librarian, Lloyd George Sealy Library
BA, DePaul University; MS, Catholic University of
America; MA, PhD, The Johns Hopkins University

ROBERT R. SULLIVAN

Professor Emeritus, Department of
Government
BA, Boston College; MA, PhD, The Johns
Hopkins University

HUNG EN SUNG

Associate Professor, Department of Law,
Police Science and Criminal Justice
Administration
Licentiate, Universidad de Belgrano, Argentina;
MA, PhD, University at Albany, The State
University of New York

MORTON SWIMMER

Associate Professor, Department of
Mathematics and Computer Science
Diplom Informatiker (MMc.); Doctor der
Naturwissenschaften (PhD); University of Hamburg

LORI LATRICE SYKES

Assistant Professor, Department of African-
American Studies
BA, Fordham University; MS, The State University
of New York at Buffalo; PhD, The State University
of New York at Albany

KATE SZUR

Director, Center for English Language
Support, Department of English
BA, MA, University of Szeged, Hungary; MEd,
University of Exeter, Great Britain

MARGARET MIKESELL TABB

Professor and Chairperson, Department of
English
BA, Earlham College; MA, University of Toronto;
PhD, University of Connecticut

KIMBERLY TATRO

Director of Facilities, Recreation and
Intramurals, Department of Physical
Education and Athletics
BS, York College of Pennsylvania

JUAN TAVERAS

Web Manager, Department of Institutional
Advancement
BS, John Jay College of Criminal Justice, CUNY

RITA TAVERAS

Assistant to the Dean for Research
BA, MA, John Jay College of Criminal Justice,
CUNY

Faculty & Staff

ANYA TAYLOR

Professor Emerita, Department of English
BA, Sarah Lawrence College; MA, Columbia
University; PhD, The City University of New York

BETTY TAYLOR-LEACOCK

Counselor, Department of Counseling
BA, Temple University; MEd, Fordham
University

BEN TERMINE

Professor Emeritus, Department of
Communication and Theatre Arts
BA, Temple University; MFA, Catholic University
of America

KAREN TERRY

Associate Professor, Department of Law,
Police Science and Criminal Justice
Administration and Executive Officer of the
Doctoral Program in Criminal Justice
BA, University of California, Irvine; MPhil, PhD,
University of Cambridge

DOUGLAS E. THOMPkins

Assistant Professor, Department of Sociology
BS, Ball State University; MPA, Indiana University
South Bend

ROBERT C. TILL

Associate Professor, Department of
Protection Management
BS, Rutgers, The State University of New Jersey;
MS, PhD, Worcester Polytechnic Institute

DORIS TORRES-LEBRON

Assistant Registrar, Division of Enrollment
Management
BA, Fordham University; MSW, New York
University; PhD, Fordham University

JEREMY TRAVIS

President and Professor, Department of
Law, Police Science and Criminal Justice
Administration
BA, Yale College; MPA, New York University
Wagner Graduate School of Public Service; JD,
New York University School of Law

ANTOINETTE TREMBINSKA

Associate Professor, Department of
Mathematics and Computer Science
BA, New York University; MS PhD, Northwestern
University

DANA TRIMBOLI

Executive Assistant to the Vice President for
Student Development, Division of Student
Development
BA, Fordham University; MA, New York University

CAROLYN TRICOMI

Professor Emerita, Department of Counseling
BA, John Jay College of Criminal Justice, CUNY;
MS, PhD, Fordham University

SHONNA TRINCH

Associate Professor, Department of
Anthropology
BA, Pennsylvania State University; PhD,
University of Pittsburgh

TOY-FUNG TUNG

Assistant Professor, Department of English
BA, Barnard College; MA, PhD, Columbia
University

GREGORY UMBACH

Assistant Professor, Department of History
BA, Northwestern University; MA, PhD, Cornell
University

DAVIDSON UMEH

Professor, and Interim Chairperson and
Athletics Director, Department of Physical
Education and Athletics
NCE, University of Lagos; BS, MS, The State
University of New York at Cortland; PhD,
University of Wisconsin at Madison

MARIE LINTON UMEH

Associate Professor, Department of English
BA, St. John's University; MS, Syracuse
University; MPS, Cornell University; MA, PhD,
University of Wisconsin at Madison

ELIZABETH URENA

Assistant to the Dean of Students, Division of
Student Development
AA, BS, John Jay College of Criminal Justice,
CUNY

STAMATIA VAVASIS

Admissions Counselor, Office of
Undergraduate Admissions, Division of
Enrollment Management
BA, Hunter College, CUNY

CRYSTAL VAZQUEZ

Assistant Director, Office of Services for
Individuals with Disabilities
BS, MPA, John Jay College of Criminal Justice,
CUNY

DOREEN VINAS

Assistant Director of Press Relations,
Department of Institutional Advancement
BA, Hunter College, CUNY

CHRISTINA VIRAMONTES

Assistant Director of Student Activities,
Division of Student Development
BA, University of California, Santa Barbara;
MEd, Azusa Pacific University

ROBERTO VISANI

Assistant Professor, Department of Art and
Music
BFA, Mankato State University; MFA, University
of Michigan, Ann Arbor

MAURICE VODOUNON

Assistant Professor, Department of
Mathematics and Computer Science
BS, University of Niamey; BBA, Bernard M.
Baruch College, CUNY; MA, EdM, EdD, Teachers
College, Columbia University

MARIA R. VOLPE

Professor, Department of Sociology and
Coordinator, Dispute Resolution Program
BA, The State University of New York at
Plattsburgh; MA, PhD, New York University

DANIEL O'NEAL VONA

Associate Professor, Department of Law,
Police Science and Criminal Justice
Administration
BA, St. John's College of Annapolis; MS, PhD,
Fordham University

LINDA VON LUMM

Events Planning Manager

THALIA VRACHOPOULOS

Associate Professor, Department of Art and
Music
BA, MA, Hunter College, CUNY; DPhil, The
Graduate School and University Center, CUNY

WILLIAM S. WALKER

Professor Emeritus, Department of Sociology
BA, West Virginia State College; MA, PhD, New
York University

MARGARET WALLACE

Associate Professor, Department of Sciences
BA, Polytechnic Institute of Brooklyn; MPhil,
PhD, The Graduate School and University Center,
CUNY

MIKE WALLACE

Distinguished Professor, Department of
History
BA, MA, PhD, Columbia University

MARTIN WALLENSTEIN

Associate Professor and Chairperson,
Department of Communication and Theatre
Arts
BA, Butler University; MA, Queens College,
CUNY; PhD, Indiana University; JD, St. John's
University School of Law

DECLAN WALSH

Director of Student Activities and Campus
Life, Division of Student Development
BA, MA, John Jay College of Criminal Justice,
CUNY

HAO WANG

Unix Administrator, Department of
Information Technology
BS, East China Institute of Technology; MS,
Wuhan Institute of Advanced Studies

CHRISTOPHER WARBURTON

Assistant Professor, Department of
Economics
BA, Fourah Bay College, University of Sierra
Leone, Freetown; MA, MA, PhD, Graduate School
of Arts and Sciences, Fordham University

CHERRYANNE WARD

Grants Assistant, Office of Sponsored Programs
BA, Hunter College, CUNY

JOANIE WARD

Administrative Director of Outcomes Assessment, Department of Sciences
BFA, Queens College, CUNY

ALISSE WATERSTON

Professor, Department of Anthropology
BA, New York University; MA, Columbia University; PhD, The Graduate School and University Center

VALERIE WEST

Assistant Professor, Department of Law, Police Science and Criminal Justice Administration
MA, MA, John Jay College of Criminal Justice, CUNY; MPhil, PhD, New York University

DARRYL WESTCOTT-MARSHALL

Coordinator/Counselor, Interdisciplinary Studies Program
AA, Bronx Community College, CUNY; BA, MA, John Jay College of Criminal Justice, CUNY

MICHAEL D. WHITE

Associate Professor, Department of Law, Police Science and Criminal Justice Administration and Deputy Director, Criminal Justice Research and Evaluation Center
BA, Moravian College; PhD, Temple University

CATHY SPATZ WIDOM

Distinguished Professor, Department of Psychology
BS, Cornell University; MA, PhD, Brandeis University

AGNES WIESCHENBERG

Associate Professor, Department of Mathematics and Computer Science
BA, MS, Fairleigh Dickinson University; MEd, MPhil, PhD, Columbia University

SUSAN WILL

Assistant Professor, Department of Sociology
BA, MA, University of Illinois at Chicago; PhD, University of California, Irvine

CARL WILLIAMS

Instructor, SEEK Department
BA, MSc, Bernard M. Baruch College, CUNY

FAY WILLIAMS

Loan Manager/APTS/SEEK Financial Aid Coordinator, Office of Student Financial Services, Division of Enrollment Management
BS, John Jay College of Criminal Justice, CUNY; MEd, Bernard M. Baruch College, CUNY

NIKISHA WILLIAMS

Assistant Director, Office of Institutional Research
BA, Hamilton College; MA, Hunter College, CUNY

KATHLEEN M. WILLIS

Director of Publications, Department of Institutional Advancement
BA, Wagner College; MA, New York University

BASIL W. WILSON

Professor, Department of African-American Studies
BA, MA, Queens College, CUNY; PhD, The City University of New York

JOSHUA C. WILSON

Assistant Professor, Department of Government
BA, BA, PhD, University of California, Berkeley

JANET WINTER

Executive Assistant to the Vice President for Institutional Advancement
BS, John Jay College of Criminal Justice, CUNY; MPA, New York University

ROGER L. WITHERSPOON

Professor Emeritus, Department of Counseling, Division of Enrollment Management
BS, North Carolina Agricultural and Technical University; MSW, Adelphi University; EdD, University of Massachusetts

DARYL A. WOUT

Assistant Professor, Department of Psychology
BS, Oakwood College; MA, PhD, University of Michigan

FRED WRIGHT

Professor Emeritus, Department of Psychology
BA, MS, The City College of New York, CUNY; PhD, The City University of New York

JAMES S. WULACH

Professor, Department of Psychology and Director, Master of Arts in Forensic Psychology Program and Master of Arts in Forensic Mental Health Counseling Program
BA, The Johns Hopkins University; JD University of Michigan Law School; PhD, The City University of New York

PAUL A. WYATT

Executive Director of Career Development Services, Division of Student Development
AA, New York City Community College, CUNY; BA, Brooklyn College, CUNY; MPA, John Jay College of Criminal Justice, CUNY

KATHRYN WYLIE-MARQUES

Associate Professor, Department of Communication and Theatre Arts
BA, University of Illinois; MA, University of Chicago; PhD, The Graduate School and University Center, CUNY

CONRAD H. WYNTER

Instructor, SEEK Department
BS, Howard University; MA, The City College of New York, CUNY

MARVIN YABLON

Professor, Department of Mathematics and Computer Science
BEE, MEE, MS, PhD, New York University

DANIEL YALISOVE

Associate Professor, Department of Psychology
BA, Carleton College; PhD, New York University

PHILIP T. YANOS

Associate Professor, Department of Psychology
BA, Wesleyan University; PhD, St. John's University

MARCIA D. YARMUS

Associate Professor, Department of Foreign Languages and Literatures
BA, MA, MPhil, PhD, New York University

JOCK YOUNG

Distinguished Professor, Department of Sociology
BSc, MSc, London School of Economics

ELIZABETH YUKINS

Assistant Professor, Department of English
BA, Princeton University; MA, PhD, University of Pennsylvania

GARY ZARAGOVITCH

Graphic Artist, Department of Institutional Advancement
BA, Queens College, CUNY

ALICIA ZAYATZ

Administrative Coordinator, Department of English
BA, MA, University at Albany, The State University of New York

RICHARD E. ZEIKOWITZ

Associate Professor, Department of English
BA, The State University of New York at Oneonta; MA, Queens College, CUNY; PhD, The City University of New York

S. JACK ZLOTNICK

Professor Emeritus, Department of Psychology
BA, Brooklyn College, CUNY; MA, PhD, New York University

Appendix

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129A OF THE EDUCATION LAW

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the conditions upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges, which are to be administered in accordance with the requirements of due process as provided in Bylaws of The Board of Trustees.

With respect to enforcement of these rules and regulations, we note that the Bylaws of the Board provide that.

THE PRESIDENT, with respect to his educational unit, shall:

- a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction
- b. Be the adviser and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of the several faculties
- c. Exercise general superintendence over the concerns, officers, employees, and students of his or her educational unit

Rules

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University /college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.
3. Unauthorized occupancy of University/ college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation and use of University/college equipment and/or supplies.
4. Theft from or damage to University/college premises or property, or theft or damage to University/college premises or property or theft or damage to property of any person on University/college premises is prohibited.
5. Each member of the academic community, or an invited guest has the right to advocate his position without having to fear abuse — physical, verbal, or otherwise — from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.
6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights, or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational and community services.
7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.
8. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the

University/college without written authorization of such educational institution. Nor shall any individual have in his or her possession any other instrument or material, which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.

9. Any action or situation, which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/college premises, or as part of any University/college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

II. Penalties

1. Any student engaging in any manner of conduct prohibited under substantive Rules 1 to 11 shall be subject to the following range of sanctions as hereafter defined below: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member or classified or other member of the instructional or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules I to 11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York, or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive Rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable

provisions of the Education Law or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

3. Any visitor, licensee, or invitee engaging in any manner in conduct prohibited under substantive Rules 1 to 11 shall be subject to ejection and/or arrest by the civil authorities.

4. Any organization, which authorizes the conduct prohibited under substantive Rules 1 to 11 shall have its permission to operate on campus rescinded.

Penalties 1 to 4 shall be in addition to any other penalty provided by law or by The City University Trustees.

Sanctions Defined

A. *Admonition.* An oral statement to the offender that he has violated University rules.

B. *Warning.* Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may cause far more severe disciplinary action.

C. *Censure.* Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

D. *Disciplinary Probation.* Exclusion from participation in privileges or extra-curricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

E. *Restitution.* Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

F. *Suspension.* Exclusion from classes and other privileges as set forth in the notice of suspension for a definite period of time.

G. *Expulsion.* Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

H. *Complaint to Civil Authorities.*

I. *Ejection.*

A true copy of resolution adopted by the Board of Trustees of The City University of New York on June 23, 1969, as amended on October 27, 1980, May 22, 1989, and June 25, 1990.

NEW YORK STATE EDUCATION LAW

Article 5 Section 224—a

Students unable because of religious beliefs to attend classes on certain days:

1. No person shall be expelled or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

6-A. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements, which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.

7. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the Regents of the University of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution, which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 505 of the United States Code.

ACCESS TO STUDENT RECORDS (FERPA POLICY)

Rights of access. Pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Board of Trustees of The City University of New York Student Records Access Policy of April 1979, John Jay College students have "the right to inspect and review any and all official records, files, and data directly related" to them and to deny access by others without written consent of the student except under limited and specified circumstances. This right pertains to any present or former student but not to candidates for admission.

Procedures. A student who wishes to inspect and review his or her educational records may make the request to the Student Records Access Officer of the college or to the person in charge of the office who is the official custodian of the record in question, but a request pertaining to records in the custody of a teacher or counselor should be made directly to that teacher or counselor. Requests made to the Student Records Access Officer in the Office of the Registrar must

be made by completing a request form. Requests for records in other locations may be oral or written. Requests will be granted or denied within fifteen days of receipt of the request.

If the request is granted, the student will be notified of the time and place where records may be inspected. If the request is denied or not responded to within fifteen days, the student may appeal. Additional information regarding the appeal procedure will be provided to the student if a request is denied.

A student may request an amendment of education records that the student believes are inaccurate or misleading. In this case, the student should write to the College official who is responsible for the record, clearly identify the part of the record that is in question, and specify why it should be changed. If the College decides not to amend the record, the student will be notified of the decision and advised of his or her right to a hearing. When the student is notified, additional information will be provided regarding the hearing procedures.

Schools may disclose, without consent, directory information (student's name, address, telephone listing, date and place of birth, major field of study, class, year or date of expected graduation, participation in officially recognized activities and sports, height and weight of members of athletic teams, e-mail address, photograph, dates of attendance, degrees and awards received, and the most recent educational agency or institution attended by the student) to persons having a legitimate interest in this information. A student may require that any or all of the information set forth above may not be released without the student's prior written consent if the student completes a form that is available in the Office of the Registrar. A student's education records, other than directory information stated above, shall be released without the student's consent only to university officials—including trustees, College officials, faculty, and staff—with a legitimate educational interest. Upon request, the College may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

John Jay College's policies and procedures are the means by which policies of the Board of Trustees of The City University of New York are implemented. The complete texts of the revised Board of

Higher Education policy as adopted April 23, 1979, and the Family Educational Rights and Privacy Act of 1974, as amended, are available for review in the Office of the Registrar, 4113 North Hall.

Policy on withholding student records. In accordance with a resolution adopted by the Board of Trustees of The City University of New York on April 23, 1979, and amended on March 25, 1985, it was resolved that: "Students who are delinquent and/or in default in any of their financial accounts with the college, the University, or an appropriate State or Federal agency for which the University acts as either a disbursing or certifying agent, and students who have not completed exit interviews, as required by the National Direct Defense Student Loan (now Perkins Loan) Program and the Nursing Student Loan Program, are not to be permitted to complete a registration, or issued a copy of their grades, a financial aid transcript, a transcript of academic record, certificate or degree, nor are they to receive funds under the Federal campus-based student assistance programs or the Pell (Basic) Grant Program unless the designated officer, in exceptional hardship cases and consistent with Federal and State regulations, waives in writing the application of this regulation."

FREEDOM OF INFORMATION LAW NOTICE

Requests to inspect public records at the College should be made to the Records Access Officer Designee, Joan Antonicelli, 212-237-8881. Public records are available for inspection and copying by appointment only at a location to be designated. You have a right to appeal a denial of a request for access to records to the CUNY General Counsel and Vice Chancellor for Legal Affairs. Copies of the CUNY Procedures for Public Access to Public Records Pursuant to Article 6 of the Public Officers Law and the appeal form are available at the reference desk of the library and on the college website.

STATEMENT OF NON-DISCRIMINATION

John Jay College of Criminal Justice is an Equal Opportunity and Affirmative Action Institution. The College does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, transgender, marital status, disability, genetic predisposition or carrier status, alienage or citizenship, military or veteran status, or status as victim of domestic violence in its student admissions, employment, access to programs, and administration of educational policies. Ms. Farris Forsythe is the College Affirmative

Action Officer and Coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, and Coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs.

Ms. Forsythe is also the College Coordinator for the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination on the basis of disability. Her telephone number is 212.237.8122.

DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURES

John Jay College of Criminal Justice encourages prompt and equitable resolution of all complaints and grievances alleging discrimination. The College has adopted informal and formal procedures available to all members of the college community, who allege action(s) relating to discrimination on the basis of race/color, religion, national origin, disability, sex, sexual orientation, alienage, veteran, marital status, military status or age. The complaint procedure is initiated by filing a written complaint. Complaints should be addressed to:

Farris Forsythe
Affirmative Action Officer
445 West 59th Street
New York, New York 10019
212.237.8122

Informal Complaint Procedures

Individuals are encouraged to discuss and/or to report, any acts felt to be discriminatory in nature directly to the Affirmative Action Officer. Subsequent to the filing of a written complaint, all attempts will be made to resolve the issue informally within ten (10) working days, with the goal of reaching a solution satisfactory to both the complainant and the College.

Formal Complaint Procedures

Students and Employees

If the individual finds the informal resolution of his/her complaint unsatisfactory, his or her complaint shall be heard by a complaint panel appointed by the Vice President for Student Development. The panel shall consist of at least three members, two from the current Affirmative Action Committee and one student.

Complaints are initiated by filing a Discrimination Complaint form with the Affirmative Action Officer, within sixty (60) days of the alleged incident. The Affirmative Action Officer shall provide assistance in filing the complaint to any person who needs a reasonable accommodation to enable him/her to file the complaint. Individuals covered by collective bargaining units should contact their union representative immediately to file a formal grievance. If the complaint is not resolved informally, then within ten (10) working days after receipt of the Discrimination Complaint Form, the parties involved shall be notified of the date and place of a hearing. The hearing shall be conducted at John Jay College, and the date of the hearing shall not be less than ten (10), nor more than thirty (30) days after the Notice of Hearing is mailed.

The burden of proof shall be on the complainant to prove the claim of discrimination by a preponderance of the evidence. Once the panel has rendered its decision, the Affirmative Action Officer shall notify the Vice President for Student Development and the President of the College of the panel's recommendations, which shall set forth the conclusion(s) reached by the panel, the reasons for the decision(s), and recommendation of any corrective action deemed necessary and appropriate.

The President and the Vice President shall review the panel's findings, and shall have five (5) working days to amend any of the panel's recommendations. Upon presidential approval, the Affirmative Action Officer shall send, in writing, notification of the panel's decision and all actions to be taken with respect to the complaint. The Affirmative Action Officer shall maintain the files and records of all complaints leading to discrimination.

While the College cannot offer a promise of confidentiality, every effort will be made to conduct the review in a manner that is confidential as possible under the circumstances.

The complainant's right to a prompt and equitable resolution of the complaint filed in accordance with this grievance procedure shall not be impaired by that person's pursuit of other remedies available from city, state, or federal agencies.

A complainant shall not be reprimanded nor discriminated against in any way for initiating a complaint or grievance.

SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT OF 1990

In accordance with Section 504 of the Rehabilitation Act of 1973, “The Civil Rights Act” for the people with disabilities and the Americans with Disabilities Act of 1990, the College adheres to the law that states in part that: “No otherwise qualified individual ... shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance.”

John Jay College offers programs and services to students and employees to ensure that individuals with disabilities are not excluded from academic programs, support services and any other activities sponsored by the College, solely on the basis of disability.

Ms. Farris Forsythe is the College Section 504/ADA Compliance Officer. Her telephone number is 212.237.8122.

TITLE IX

In accordance with the requirements of Title IX of the Education Amendments of 1972 and the implementing federal regulations, John Jay College firmly supports a policy of non-discrimination on the basis of sex in the operation of its educational programs and activities. Federal requirements for non-discrimination on the basis of sex include the College’s personnel practices, as well as admission to the programs and activities offered at the College. Ms. Farris Forsythe serves as the Affirmative Action Officer and Title IX Coordinator. Under the direction of the President, she has responsibility for the monitoring of Title IX regulations and their implementation. Any questions regarding Title IX issues and/or complaints should be directed to Ms. Forsythe, 212.237.8122.

SEXUAL HARASSMENT

Sexual harassment is illegal under federal, state, and city laws. Harassment of employees or students based upon sex is inconsistent and contrary to the University’s non-discrimination policy and will not be tolerated. John Jay College, a unit of The City University of New York, works to create a cooperative working and learning environment in which there is mutual respect for all students, faculty

and staff. For additional information concerning policy and filing a complaint, contact Farris Forsythe, Affirmative Action Officer, at fforsyth@jjay.cuny.edu.

OPEN MEETINGS LAW

Public Officers Law, Article 7 Section 100. Legislative declaration

- 101. Short title
- 102. Definitions
- 103. Open meetings and executive sessions
- 104. Public notice
- 105. Conduct of executive sessions
- 106. Minutes
- 107. Enforcement
- 108. Exemptions
- 109. Committee on open government
- 110. Construction with other laws
- 111. Severability

100. Legislative Declaration. It is essential to the maintenance of a democratic society that the public business be performed in an open and public manner and that the citizens of this state be fully aware of and able to observe the performance of public officials and attend and listen to the deliberations and decisions that go into the making of public policy. The people must be able to remain informed if they are to retain control over those who are their public servants. It is the only climate under which the commonwealth will prosper and enable the governmental process to operate for the benefit of those who created it.

101. Short Title. This article shall be known and may be cited as “Open Meetings Law.”

102. Definitions. As used in this article,

1. “Meeting” means the official convening of a public body for the purpose of conducting public business, including the use of videoconferencing for attendance and participation by members of the public body.
2. “Public body” means any entity, for which a quorum is required in order to conduct public business and which consists of two or more members, performing a governmental function for the state or for an agency or department thereof, or for a public corporation as defined in section 66 of the general construction law, or committee or subcommittee or other similar body of such public body.
3. “Executive session” means that portion of a meeting not open to the general public.

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103. Open meetings and executive sessions.

1. Every meeting of a public body shall be open to the general public, except that an executive session of such body may be called and business transacted thereat in accordance with section 105 of this article.
2. Public bodies shall make or cause to be made all reasonable effects to ensure that meetings are held in facilities that permit barrier-free physical access to the physically handicapped, as defined in subdivision 5 of the section 50 of the public buildings law.
3. A public body that uses videoconferencing to conduct its meetings shall provide an opportunity to attend, listen and observe at any site at which a member participates.

104. Public notice.

1. Public notice of the time and place of a meeting scheduled at least one week prior thereto shall be given to the news media and shall be conspicuously posted in one or more designated public locations at least seventy-two hours before such meeting.
2. Public notice of the time and place of every other meeting shall be given, to the extent practicable, to the news media and shall be conspicuously posted in one or more designated public locations at a reasonable time prior thereto.
3. The public notice provided for by this section shall not be construed to require publication as a legal notice.
4. If videoconferencing is used to conduct a meeting, the public notice for the meeting shall inform the public that videoconferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations.

105. Conduct of executive sessions.

1. Upon a majority vote of its total membership, taken in an open meeting pursuant to a motion identifying the general area or areas of the subject or subjects to be considered, a public body may conduct an executive session for the below enumerated purposes only, provided, however, that no action by formal vote shall be taken to appropriate public moneys:
 - a. Matters, which will imperil the public safety if disclosed
 - b. Any matter, which may disclose the identity of a law enforcement agent or informer
 - c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed
 - d. Discussions regarding proposed, pending or current litigation

- e. collective negotiations pursuant to article fourteen of the civil service law
- f. The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation
- g. The preparation, grading or administration of examinations
- h. the proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof

2. Attendance at an executive session shall be permitted to any member of the public body and any other persons authorized by the public body.

106. Minutes.

1. Minutes shall be taken at all open meetings of a public body, which shall consist of a record or summary of all motions, proposals, resolutions and any other matter formally voted upon and the vote thereon.
2. Minutes shall be taken at executive sessions of any action that is taken by formal vote, which shall consist of a record or summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary need not include any matter, which is not required to be made public by the freedom of information law as added by article six of this chapter.
3. Minutes of meetings of all public bodies shall be available to the public in accordance with the provisions of the freedom of information law within two weeks from the date of such meeting except that minutes taken pursuant to subdivision two hereof shall be available to the public within one week from the date of the executive session.

107. Enforcement.

1. Any aggrieved person shall have standing to enforce the provisions of this article against a public body by the commencement of a proceeding pursuant to article seventy-eight of the civil practice law and rules, and/or an action for declaratory judgment and injunctive relief. In any such action or proceeding, the court shall have the power, in its discretion, upon good cause shown, to declare any action or part thereof taken in violation of this article void in whole or in part. An unintentional failure to fully comply with the notice provisions

required by this article shall not alone be grounds for invalidating any action taken at a meeting of a public body. The provisions of this article shall not affect the validity of the authorization, acquisition, execution or disposition of a bond issue or notes.

2. In any proceeding brought pursuant to this section, costs and reasonable attorney fees may be awarded by the court, in its discretion, to the successful party.

3. The statute of limitations in an article seventy-eight proceeding with respect to an action taken at executive session shall commence to run from the date the minutes of such executive session have been made available to the public.

108. Exemptions. Nothing contained in this article shall be construed as extending the provisions hereof to:

1. Judicial or quasi-judicial proceedings, except proceedings of the public service commission and zoning boards of appeals
2. a. Deliberations of political committees, conferences and caucuses.
b. For purposes of this section, the deliberations of political committees, conferences and caucuses means a private meeting of members of the senate or assembly of the state of New York, or of the legislative body of a county, city, town or village, who are members or adherents of the same political party, without regard to (i) the subject matter under discussion, including discussions of public business, (ii) the majority or minority status of such political committees, conferences and caucuses or (iii) whether such political committees, conferences and caucuses invite staff or guests to participate in their deliberations
3. Any matter made confidential by federal or state law

109. Committee on open government.

The committee on open government, created by paragraph (a) of subdivision one of section eighty-nine of this chapter, shall issue advisory opinions from time to time as, in its discretion, may be required to inform public bodies and persons of the interpretations of the provisions of the open meetings law.

110. Construction with other laws.

1. Any provision of a charter, administrative code, local law, ordinance, or rule or regulation affecting a public body, which is more restrictive with respect to public access than this article shall be deemed superseded hereby to the extent that such provision is more restrictive than this article.
2. Any provision of general, special or local law or charter, administrative code, ordinance, or rule or regulation less restrictive

with respect to public access than this article shall not be deemed superseded hereby.

3. Notwithstanding any provision of this article to the contrary, a public body may adopt provisions less restrictive with respect to public access than this article.

111. Severability.

If any provision of this article or the application thereof to any person or circumstances is adjudged invalid by a court of competent jurisdiction such judgment shall not affect or impair the validity of the other provisions of the article or the application thereof to other persons and circumstances. For further information, contact: Committee on Open Government, NYS Department of State, 41 State Street, Albany, NY 12231

JOHN JAY COLLEGE POLICY ON ACADEMIC INTEGRITY

Final Version with suggested changes relating to www.turnitin.com

A. Summary of the CUNY Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein. The following text is excerpted from The CUNY Policy on Academic Integrity.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take home assignment or examination
- Using notes during a closed book examination
- Taking an examination for another student, or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination

- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/ dishonesty
- Fabricating data (all or in part)
- Submitting someone else's work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means it is an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them
- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam

- Intentionally obstructing or interfering with another student's work

Falsification of Records and Official Documents.

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization. Falsifying information on an official academic record
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document

B. John Jay College Policies and Procedures:

Academic Integrity

1. College Policy

John Jay College of Criminal Justice, as a campus of The City University of New York, is subject to CUNY policy. Therefore, the CUNY Policy on Academic Integrity applies to the College and its faculty, students and administration.

2. Responsibility for Implementation

The primary academic governance committee for undergraduate implementation of the policy is the Committee on Standards. The primary academic governance committee for graduate implementation of the policy is the Committee on Graduate Studies. These committees act by initially developing these procedures and submitting them to the College Council for approval, and by proposing modifications to the procedures as may become necessary. The committees will also develop and the College Council will approve the associated documents and statements, such as statements in the College Bulletins.

This procedure also assigns or recognizes support responsibilities to the following academic and administrative offices:

- Maintenance of electronic plagiarism prevention services:
- *Director of Educational Technology*
- Academic Integrity Official: *Academic Integrity Officer (AIO), Division of Student Development*
- Faculty /Student Disciplinary Process: *Dean of Students, Division of Student Development*
- Undergraduate Academic Sanction Appeals:
- *Academic Departments*
- Graduate Academic Sanction Appeals: *Committee on Graduate Studies*

- Faculty Orientation: *The Office of the Provost*
- Student Orientation: *The Dean of Students and the Dean of Graduate Studies*

The committees should coordinate with academic and administrative units to ensure that the assigned responsibilities are carried out. The College will establish and maintain membership in the Center for Academic Integrity. Liaisons to the Center shall be designated from the membership of the Standards Committee and the Committee on Graduate Studies.

3. *Informal Resolution by the Faculty Member*

When a faculty member suspects or determines that a student has committed a violation of the CUNY and/or the College Academic Integrity Policy, the faculty member shall review with the student the facts and circumstances of the suspected violation whenever possible. The faculty member and the student may arrive at an informal resolution appropriate to the facts and circumstances.

4. *Faculty Report of Alleged Violation of Academic Integrity Policies*

The Faculty Report of Alleged Violation of Academic Integrity Policies is a form to be completed by a faculty member. The form shall be completed when the faculty member suspects that a violation of academic integrity policy has taken place that warrants formal intervention. The filing of the form is at the discretion of the faculty member, except that in all cases of major violations, the faculty member is strongly urged to file the form. The form is submitted to the Academic Integrity Officer (AIO). Upon receipt of the form, the AIO: sends a copy of the form to the Registrar, so that the Registrar can enter a PEN grade, as explained below:

- Sends a copy to the student by mail and by official college email, along with a written explanation of the student's opportunities to appeal the allegation
- Files the report in a confidential academic integrity file
- Reviews the AIO's records of such forms for prior instances of academic integrity violations by the student
- Sends a receipt to the faculty member; and informs the faculty member if the AIO's records include reports of prior instances
- Makes any records of prior violations available for review by the faculty member at the office of the AIO and
- Resolves PEN grades, when not otherwise resolved through regular adjudication and appeal processes by the deadline applicable for IN grades, by notifying the faculty member who

shall determine the final grade, and by noting the Registrar of the faculty member's determination.

If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file.

A version of this form is available for online completion and submission.

The AIO will prepare an annual report, distributed to the College Council, Committee on Academic Standards, Committee on Graduate Studies and the Department Chairs. The report shall include statistics on numbers of cases and their dispositions.

5. *PEN (Pending) Grade*

The PEN grade shall be assigned by the faculty member when there is an unresolved integrity issue for a student in the faculty member's course. A PEN grade is defined as follows:

The PEN grade is recorded when a faculty member suspects or determines that an academic integrity violation has taken place that warrants formal intervention. The grade is recorded by the Registrar based on receipt, from the AIO, of a Faculty Report of Alleged Violation of Academic Integrity Policies. The PEN grade is recorded, based on the report, under four circumstances.

- The faculty member suspects a violation, but the assessment and faculty/student consultation is not complete. The effect of the PEN grade is to bar withdrawal from the course pending resolution of the suspected violation.
- The faculty member and the student agree on a resolution of the situation, and the faculty member elects to invoke the PEN grade to preserve the agreement by barring withdrawal from the course.
- The faculty member finds that a violation has occurred and the faculty member imposes an academic sanction, and the student appeals the sanction.
- The faculty member suspects an integrity violation and decides to refer the case to the Student Discipline process, and the case is pending before that process.

A PEN grade is removed or changed when the applicable consultation, appeal, and/or adjudication processes are complete. When a PEN grade is not otherwise resolved through regular adjudication and appeal processes by the deadline applicable for IN grades, the AIO contacts the faculty member who shall determine the final grade, and then the

AIO notifies the Registrar of the faculty member's determination. When a faculty member suspects or determines that an academic integrity violation has taken place that warrants formal intervention, the faculty member shall file the designated form with the Academic Integrity Official. Upon receipt of the faculty member's submission, the Official shall notify the Registrar, so that the Registrar can file a PEN grade to prevent withdrawal from the course by a student seeking to evade responsibility for the alleged violation. In the event that the alleged violation is withdrawn in the student's favor, the student will have the right to withdraw based on the time that the violation form was filed.

6. *Electronic Plagiarism Prevention*

The College has contracted with www.turnitin.com for electronic plagiarism prevention services. The following is the College's official policy with respect to this service.

John Jay College of Criminal Justice is committed to the fundamental values of preserving academic integrity as defined in CUNY and John Jay College policies. John Jay College has contracted with [turnitin.com](http://www.turnitin.com), a plagiarism prevention system that uses proprietary search technology to check assignments against Internet resources, proprietary databases, and previously submitted student assignments. Faculty members reserve the right to use this and other electronic means to detect and help prevent plagiarism. By registering for courses offered by the College, students consent that all assignments are subject to submission for textual similarity review to www.turnitin.com. Assignments submitted to www.turnitin.com may be included in www.turnitin.com's restricted access database solely for the purpose of detecting plagiarism. The faculty member may require students to submit their assignments electronically to www.turnitin.com, or the faculty member may submit all or some student assignments to www.turnitin.com. The terms that apply to the College's use of the www.turnitin.com service are further described on the www.turnitin.com website.

Faculty members are authorized to use this service, and the following procedures apply:

- The Director of Educational Technology is designated as the administrator of the www.turnitin.com service for the College.
- Faculty members must apply for accounts through the Director and obtain the College's Turnitin account ID and join password from the Director.

- The College's Turnitin account ID and join password may not be further disclosed or distributed without the written permission of the Director. Should the College's Turnitin Account ID or join password be inadvertently disclosed, the Director must be notified.
- Faculty members must notify students, in their course syllabi, how written assignments may be subjected to review by www.turnitin.com. The course syllabus should address the following points:
- Whether the faculty member requires students to submit written assignments directly to www.turnitin.com, and/or whether the faculty member may submit all or some written assignments to www.turnitin.com.
- The faculty member's decisions relating to other Turnitin options at the faculty member's discretion, such as the opportunity to submit papers to Turnitin for reporting in advance of the final assignment deadline.
- Whether students must be prepared to submit to www.turnitin.com or to the faculty member electronic file versions of their written assignments (Word, Wordperfect, RTF, PDF, or HTML format) in addition to any paper version that may be required to be turned in to the faculty member.
- The faculty member's policy for the course with respect to use of the student's original written material that has been or is being used for written assignments in other courses — such as the submission of a paper or report in multiple courses that contain the same or substantially the same text.

If a faculty member suspects plagiarism based on a www.turnitin.com originality report, and the faculty member intends to base a grading decision substantially on the report or file disciplinary charges based on report, the faculty member will provide the student with access to the www.turnitin.com report if the student does not already have such access.

7. *Notice*

The College will publish the CUNY Policy on Academic Integrity, and related appropriate College policies, procedures and forms in the following documents:

Undergraduate Bulletin, Graduate Bulletin, Student Handbook, Faculty Handbook, Orientation Packet for New Full-time Faculty, Orientation Packet for New Adjunct Faculty

In addition, the College will maintain a web page that provides the

policy summary as well as additional information about student, faculty and administrative responsibilities under the procedure, along with associated forms and documents.

All such notices and associated forms and procedures shall be approved in advance of posting or publication by the undergraduate Committee on Academic Standards and the Committee on Graduate Studies.

C. Procedure for Imposition of Sanctions for Violations

The following procedure is based on the CUNY procedure, adapted to John Jay College based on specific assignments of responsibility to academic and administrative units in this procedure.

1. Introduction

These procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an “academic” sanction, that is, a grade reduction, less process is due than if a “disciplinary” sanction, such as suspension or expulsion, is sought.

A faculty member who suspects that a student has committed a violation of the CUNY and/or the College Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance. The College retains the right under extreme or unusual circumstances to bring disciplinary charges against the student, even though neither the student nor the faculty member invoked the process.

Among the factors the College should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances, if any.

Every instance of suspected violation should be reported to the Academic Integrity Official on a form provided by the College. Among other things, this reporting will allow the College to determine whether it wishes to seek a disciplinary sanction even where the instructor may not wish to do so.

When the form is submitted, the AIO will provide a copy to the student, along with an explanation of the student’s opportunity to provide a written explanation.

2. Procedures In Cases Where The Instructor Seeks An Academic Sanction Only

Student Accepts Guilt And Does Not Contest The Academic Sanction:

If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade¹ only), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the College decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member’s discretion.

Student Denies Guilt And/or Contests The Academic Sanction: If the student denies guilt or contests the particular grade awarded by the faculty member, then the matter shall be handled using the College’s grade appeals process, including departmental grading committees for undergraduate courses and the Graduate Studies Committee for graduate courses. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.

When a faculty member determines that an academic integrity violation has taken place that warrants formal intervention, the faculty member shall complete the “Faculty Report of Alleged Violation of Academic Integrity Policies” (See 3.b above.) and submit the form to the Academic Integrity Officer, who sends a copy to the student by mail and by official college email, along with a written explanation of the student’s opportunities to appeal the allegation. If the form is submitted before the last four weeks of the semester, the student may appeal the factual determination (as distinct from any sanction) through the applicable grade appeal process. The departmental or Graduate Studies Committee shall resolve with appeal within 30 days. In the event that the factual determination is sustained or not appealed, the student also may appeal the academic sanction after the course is completed, through the normal grade appeal process.

Footnote 1. A reduced grade can be an “F,” a “D-,” or another grade that is lower than the grade that would have been given but for the violation.

3. Procedures In Cases Where A Disciplinary Sanction Is Sought

If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the College’s Academic Integrity Official using the Faculty Report form, as described in the third Recommendation for Promoting Academic Integrity above, to be adjudicated by the College’s Faculty-Student Disciplinary Committee under Article 15 of the CUNY Bylaws. As

provided for therein, the Faculty-Student Disciplinary Committee may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges² are brought. Under certain circumstances, college officials other than the Academic Integrity Official may seek disciplinary sanctions following the procedures outlined above. If a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee's action.

Footnote 2. Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations. For example: infraction in ways similar to criminal activity such as forging a grade form; stealing an examination from a professor or university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student's work through action designed to prevent the student from successfully completing an assignment, dishonesty that affects a major or essential portion of work done to meet course requirements. [These examples have been taken from a list of violations compiled by Rutgers University]

4. Procedures In Cases In Which Both A Disciplinary and an Academic Sanction are Sought

If a faculty member or the College seeks to have both a disciplinary and an academic sanction imposed, the process should begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before addressing the academic sanction. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed. The decision whether to pursue both types of sanctions will ordinarily rest with the faculty member.

5. Reporting Requirements

By The Faculty Member To The Academic Integrity Official:

In cases where a violation of academic integrity has been found to have occurred, whether by admission or a fact-finding process, the faculty member shall promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form provided by the College as previously described.

The Academic Integrity Official shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported. If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may consult the student's

confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken.

By the Academic Integrity Official To the Faculty Member: Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.

CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

I. DEFINITIONS AND EXAMPLES OF ACADEMIC DISHONESTY

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take home assignment or examination
- Using notes during a closed book examination;
- Taking an examination for another student, or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/ dishonesty
- Fabricating data (all or in part)

- Submitting someone else's work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means it is an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them
- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam
- Intentionally obstructing or interfering with another student's work

Falsification of Records and Official Documents

The following are some examples of "falsification," but by no means is it an exhaustive list:

- Forging signatures of authorization
- Falsifying information on an official academic record

- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document

Adapted with permission from *Baruch College: A Faculty Guide to Student Academic Integrity*. The Baruch College document includes excerpts from University of California's web page entitled "The Academic Dishonesty Question: A Guide to an Answer through Education, Prevention, Adjudication and Obligation" by Professor Harry Nelson.

II. METHODS FOR PROMOTING ACADEMIC INTEGRITY

- Orientation sessions for all new faculty (full and part-time) and students should incorporate a discussion of academic integrity. Packets containing information explaining the policy, the procedures that are in place, and examples of infractions should be distributed. These packets should be readily available, throughout the academic year, in the appropriate offices of the college and the locations of those offices should be widely publicized. Colleges using additional resources to detect plagiarism should publicize these resources widely.
- All college catalogs, student handbooks, and college websites should include the CUNY and college Academic Integrity Policy and the consequences of not adhering to it. The Policy on Academic Integrity, as adopted by the Board, shall be distributed to all students. All syllabi and schedules of classes should make reference to the CUNY and college's academic integrity policy and where they are published in full.
- A "Faculty Report" form should be used throughout the University to report incidents of suspected academic dishonesty. (It is strongly recommended that the faculty member should report all such incidents by completing and submitting the form to the chief student affairs officer, the Academic Integrity Committee if the college has established one (see recommendation below), or other appropriate academic integrity official whom the college may designate (collectively referred to hereinafter as the "Academic Integrity Official"). A follow-up form should be submitted to the student's academic integrity file by the adjudicating person or body once the suspected incident has been resolved pursuant to one of the methods described below. Although forms need not be uniform across the University, they need to be uniform within each college. The

form should provide at least minimal information such as the name of the instructor and student, course name and number, date of incident, explanation of incident and the instructor's telephone/email contact information; it should be easy to use and process. Except as otherwise provided in the CUNY Procedures, the Academic Integrity Official of each college should retain the forms for the purposes of identifying repeat offenders, gathering data and assessing and reviewing policies.

- CUNY will develop a website on Academic Integrity. This website will include suggestions for faculty, students and administrators to reduce cheating or plagiarism, resources on academic integrity and links to relevant sites. Future plans also include the development of an online training program to raise awareness about academic integrity.
- The Committee recommends that this CUNY Policy on Academic Integrity, dated Spring 2004, be adopted by the Board of Trustees.
- Colleges should adopt the "PEN" (Pending) grade to facilitate the implementation of the Procedures for Imposition of Sanctions. This grade already exists in the University's Glossary of Grades.
- Colleges may wish to consider issuing a Student Guide to Academic Integrity. An excellent example is a document that students at Baruch College developed called *Student Guide to Academic Integrity at Baruch College*. The Guide is in its final stages of approval.
- Each college should consider joining the Center for Academic Integrity.
- Colleges should consider subscribing to an electronic plagiarism detection service. Any college that does subscribe must notify every student each semester of the fact that such a service is available for use by the faculty.
- Colleges should consider establishing an Academic Integrity Committee, to serve in lieu of grade appeals committees in cases of academic dishonesty, which would hear and decide contested grade reductions that faculty members award because of students violations of the Academic Integrity Policy and collect and maintain files of Faculty Report forms of suspected and adjudicated violations of the Academic Integrity Policy.
- Establish a mechanism for preventing students from dropping a class in order to avoid an investigation and/or imposition of a sanction for a violation of academic integrity.

III. PROCEDURES FOR IMPOSITION OF SANCTIONS FOR VIOLATIONS OF CUNY POLICY ON ACADEMIC INTEGRITY

A. Introduction

As a legal matter, in disciplining students for violations of policies of academic integrity, CUNY, as a public institution, must conform to the principles of due process mandated by the Fourteenth Amendment to the United States Constitution — generally speaking, to provide notice of the charges and some opportunity to be heard. In the context of court-litigated violations, questions as to how much and what kind of process was "due" turn on the courts' judgment whether the decision on culpability was "disciplinary" (a question of fact) or "academic" (a question of the instructor's expert judgment). This distinction has proved difficult to apply on campus. Accordingly, these procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an "academic" sanction, that is, a grade reduction, less process is due than if a "disciplinary" sanction, such as suspension or expulsion, is sought. A faculty member who suspects that a student has committed a violation of the CUNY or the college Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student. Among the factors the college should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances if any. It is strongly recommended that every instance of "suspected" violation should be reported to the Academic Integrity Official on a form provided by the college as described in the third Recommendation for Promoting Academic Integrity, above. Among other things, this reporting will allow the college to determine whether it wishes to seek a disciplinary sanction even where the instructor may not wish to do so.

B. Procedures In Cases Where The Instructor Seeks An Academic Sanction Only

1. Student Accepts Guilt And Does Not Contest The Academic Sanction

If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade¹ only), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen,

then the student shall be given the reduced grade, unless the college decides to seek a disciplinary sanction, see Section I above and IV below. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion.

Footnote 1. A reduced grade can be an "F," a "D-," or another grade that is lower than the grade that would have been given but for the violation.

2. Student Denies Guilt And/Or Contests The Academic Sanction

If the student denies guilt or contests the particular grade awarded by the faculty member, then the matter shall be handled using the college's grade appeals process, including departmental grading committees where applicable, or the Academic Integrity Committee. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.

C. Procedures In Cases Where A Disciplinary Sanction Is Sought

If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the college's Academic Integrity Official using the Faculty Report form, as described in the third Recommendation for Promoting Academic Integrity above, to be adjudicated by the college's Faculty-Student Disciplinary Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary Committee may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges are brought.² Under certain circumstances, college officials other than the Academic Integrity Official may seek disciplinary sanctions following the procedures outlined above. For the reasons discussed in Item IV below, if a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee's action.

Footnote 2. Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations. For example, infraction in ways similar to criminal activity (such as forging a grade form; stealing an examination from a professor or a university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment; dishonesty that affects a major or essential portion of work done to meet course requirements. [These examples have been taken from a list of violations compiled by Rutgers University.]

D. Procedures In Cases In Which Both A Disciplinary And An Academic Sanction Are Sought

If a faculty member or the college seeks to have both a disciplinary and an academic sanction imposed, it is not advisable to proceed on both fronts simultaneously lest inconsistent results ensue. Thus, it is best to begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before addressing the academic sanction. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed. The decision whether to pursue both kinds of sanctions will ordinarily rest with the faculty member.

E. Reporting Requirements

1. By The Faculty Member To The Academic Integrity Official

In cases where a violation of academic integrity has been found to have occurred (whether by admission or a fact-finding process), the faculty member should promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form provided by the college as described above. The Academic Integrity Official shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported.

If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken.

2. By the Academic Integrity Official To the Faculty Member

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.

ADOPTED BY THE BOARD OF TRUSTEES ON JUNE 28, 2004.

THE CITY UNIVERSITY OF NEW YORK COMPUTER USER RESPONSIBILITIES

NOTE: The City University of New York Computer User Responsibilities is a statement originally prepared by the University's Faculty Senate and the CUNY Office of the Vice Chancellor of Legal Affairs.

The computer resources** of The City University of New York must be used in a manner that is consistent with the University's educational purposes and environment. All users of computer resources are expected to act in a spirit of mutual respect and cooperation, and to adhere to the regulations for their use set forth in this document. As a user of CUNY computer resources:

- You must have a valid authorized account to use computer resources that require one and may use only those computer resources that are specifically authorized. You may use your account only in accordance with its authorized purposes and may not use an unauthorized account for any purpose.
- You are responsible for the safeguarding of your computer account. For a mainframe computer account, you should change your password frequently and should not disclose it to anyone. You should take all necessary precautions in protecting the account, no matter what type of computer resources you are using.
- You may not circumvent system protection facilities.
- You may not knowingly use any system to produce system failure or degraded performance.
- You may not engage in unauthorized duplication, alteration or destruction of data, programs or software. You may not transmit or disclose data, programs or software belonging to others and may not duplicate copyrighted material.
- You may not engage in abusive or improper use of computer hardware. This includes, but is not limited to, tampering with equipment, unauthorized attempts at repairing equipment and unauthorized removal of equipment components.
- You may not use computer resources¹ for private purposes, including, but not limited to, the use of computer resources for profit making or illegal purposes.
- You may not use computer resources¹ to engage in abuse of computer personnel or other users. Such abuse includes the sending of abusive, anonymous, or unsolicited messages within CUNY or beyond via network facilities.

- The use of computer resources¹ may be subject to college regulations, and you are expected to be familiar with those regulations.
- These regulations and college regulations are subject to revision. You are expected to be familiar with any revisions in regulations. The University reserves the right to monitor, under appropriate conditions, all data contained in the system to protect the integrity of the system and to insure compliance with regulations.

Any user who is found to be in violation of these rules shall be subject to the following:

- Suspension and/or termination of computer privileges
- Disciplinary action by appropriate college and/or University officials
- Referral to law enforcement authorities for criminal prosecution
- Other legal action, including action to recover civil damages and penalties

Footnote 1. Computer Resources is an inclusive term referring to any and all computing/ information technology; hardware, software and access. Hardware includes, but is not limited to, terminals, personal computers, workstations, printers, mice, monitors, cabling, peripheral devices. Software includes, but is not limited to, mainframe shared software, networked software, and stand-alone software residing on personal computers. Access includes, but is not limited to, accounts on timesharing systems as well as access to stand-alone personal computing systems and other relevant technology.

This statement is also available on CUNYVM as a file:

ETHIC POLICY. If you have any questions about the statement, please contact the CUNY Help Desk at **212.541.0981** or via e-mail at:

ctracu@cunyvm.cunyedu.

THE CITY UNIVERSITY OF NEW YORK WORKPLACE VIOLENCE POLICY AND PROCEDURES

The City University of New York has a longstanding commitment to promoting a safe and secure academic and work environment that promotes the achievement of its mission of teaching, research, scholarship and service. All members of the university community — students, faculty and staff — are expected to maintain a working and learning environment free from violence, threats of harassment, violence, intimidation or coercion. While these behaviors are not prevalent at the University, no organization is immune. The purpose of this policy is to address the issue of potential workplace violence in our community, prevent workplace violence from occurring to the fullest extent possible, and set forth procedures to be followed when such violence has occurred.

Policy

The City University of New York prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior towards people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve. Individuals who violate this policy may be removed from University property and are subject to disciplinary action and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to enforcement authorities for criminal prosecution. Complaints of sexual harassment are covered under the University's Policy Against Sexual Harassment. The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-based business. This policy particularly applies in cases where an employee or student suspects that an act of violence will result from an encounter with said individual(s).

Scope

All faculty, staff, students, vendors, contractors, consultants, and others who do business with the University, whether in a University facility or off-campus location where University business is conducted, are covered by this policy. This policy also applies to other persons not affiliated with the University, such as former employees, former students and visitors. When students have complaints about other students, they should contact the Office of Student Affairs at their campus.

Definitions

Workplace violence is any behavior that is violent, threatens violence, coerces, harasses or intimidates others, interferes with an individual's rights of movement or expression, or disrupts the workplace, the academic environment, or the University's ability to provide services to the public. Examples of workplace violence include, but are not limited to:

1. *Disruptive behavior intended to disturb, interfere with or prevent normal work activities* (such as yelling, using profanity, verbally abusing others, or waving arms and fists).
2. *Intentional physical contact for the purpose of causing harm* (such as slapping, stabbing, punching, striking, shoving, or other physical attack).
3. *Menacing or threatening behavior* (such as throwing objects, pounding on a desk or door, damaging property, stalking, or otherwise acting aggressively; or making oral or written statements specifically intended to frighten, coerce, or threaten), where a reasonable person would interpret such behavior as constituting evidence or intent to cause harm to individuals or property.
4. *Possessing firearms, imitation firearms, knives or other dangerous weapons, instruments or materials*. No one within the University community shall have in their possession a firearm or other dangerous weapon, instrument or material that can be used to inflict bodily harm on an individual or damage to University property without specific written authorization from the Chancellor or the college President regardless of whether the individual possesses a valid permit to carry the firearm or weapon.

Reporting of Incidents

1. *General Reporting Responsibilities*. Incidents of workplace violence, threats of workplace violence, or observations of workplace violence are not to be ignored by any member of the University community. Workplace violence should promptly be reported to the appropriate University official (see below). Additionally, faculty, staff and students are encouraged to report behavior that they reasonably believe poses a potential for workplace violence as defined above. It is important that all members of the University community take this responsibility seriously to effectively maintain a safe working and learning environment.
2. *Imminent or Actual Violence*. Any person experiencing or witnessing imminent danger or actual violence involving weapons or personal injury should call the Campus Public Safety Office immediately, or call 911.

3. *Acts of Violence Not Involving Weapons or Injuries to Persons.*

Any person who is the subject of a suspected violation of this policy involving violence without weapons or personal injury, or is a witness to such suspected violation, should report the incident to his or her supervisor, or in lieu thereof, to their respective Campus Public Safety Office. Students should report such incidents to the Office of Student Affairs at their campus or in lieu thereof, their Campus Public Safety Office. The Campus Public Safety Office will work with the Office of Human Resources and the supervisor or the Office of Student Affairs on an appropriate response.

4. *Commission of a Crime.* All individuals who believe a crime has been committed against them have the right, and are encouraged, to report the incident to the appropriate law enforcement agency.

5 *False Reports.* Members of the University community who make false and malicious complaints of workplace violence, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action and/or referral to civil authorities as appropriate.

6. *Incident Reports.* The University will report incidents of workplace violence consistent with the College policies for Incident Reporting Under the Campus Security Policy and Statistical Act (Cleary Act).

Responsibilities

1. *Presidents.* The President of each constituent college of The City University of New York, the Chief Operating Officer at the Central Office, and the Deans of the Law School and Sophie Davis School of Biomedical Education shall be responsible for the implementation of this policy on his or her respective campus. The responsibility includes dissemination of this policy to members of the college community, ensuring appropriate investigation and follow-up of all alleged incidents of workplace violence, constituting a Workplace Violence Advisory Team (see #7), and ensuring that all administrators, managers, and supervisors are aware of their responsibilities under this policy through internal communications and training.

2. *Campus Public Safety Office.* The Campus Public Safety Office is responsible for responding to, intervening, and documenting all incidents of violence in the workplace. The Campus Public Safety Office will immediately log all incidents of workplace violence and will notify the respective supervisor of an incident with his/her employee, or notify the appropriate campus official of an incident with a student. All officers should be knowledgeable of when law enforcement action may be appropriate. Public Safety will maintain

an internal tracking system of all threats and incidents of violence.

Annual reports will be submitted to the President (at the same time as the report noted below) detailing the number and description of workplace violence incidents, the disposition of the incidents, and recommend policy, training issues, or security procedures that were or should be implemented to maintain a safe working and learning environment. The incidents will be reported in the Annual Report of the College Advisory Committee on Campus Security consistent with the reporting requirements of Article 129A Subsection 6450 of the NYS Education Law (Regulation by Colleges of Conduct on Campuses and Other College Property for Educational Purposes).

Officers will be trained in workplace violence awareness and prevention, non-violent crises intervention, conflict management and dispute resolution.

Officers will work closely with Human Resources when the possibility of workplace violence is heightened, as well as on the appropriate response to workplace violence incidents consistent with CUNY policies, rules, procedures and applicable labor agreements, including appropriate disciplinary action up to and including termination. When informed, Public Safety will maintain a record of any Orders of Protection for faculty, staff and students. Public Safety will provide escort service to members of the college community within its geographical confines, when sufficient personnel are available. Such services are to be extended at the discretion of the Campus Public Safety Director or designee. Only the President, or designee, in his/her absence, can authorize escort service outside of the geographical confines of the college.

3. *Supervisors.* Each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility (hereinafter "supervisor") is responsible within his/her area of jurisdiction for the implementation of this policy. Supervisors must report to their respective Campus Public Safety Office any complaint of workplace violence made to him/her and any other incidents of workplace violence of which he/she becomes aware or reasonably believes to exist. Supervisors are expected to inform their immediate supervisor promptly about any complaints, acts, or threats of violence even if the situation has been addressed and resolved. After having reported such complaint or incident to the Campus Public Safety Director and immediate supervisor, the supervisor should keep it confidential and not disclose it further, except as necessary during the investigation process and/or subsequent proceedings.

Supervisors are required to contact the Campus Public Safety Office immediately in the event of imminent or actual violence involving weapons or potential physical injuries.

4. Faculty and Staff. Faculty and staff must report workplace violence, as defined above, to their supervisor. Faculty and staff who are advised by a student that a workplace violence incident has occurred or has been observed, must report this to the Campus Public Safety Director immediately. Recurring or persistent workplace violence that an employee reasonably believes is not being addressed satisfactorily, or violence that is, or has been, engaged in by the employee's supervisor should be brought to the attention of the Campus Public Safety Director.

Employees who have obtained Orders of Protection are expected to notify their supervisors and the Campus Public Safety Office of any orders that list CUNY locations as protected areas.

Victims of domestic violence who believe the violence may extend into the workplace, or employees who believe that domestic or other personal matters may result in their being subject to violence extending into the workplace, are encouraged to notify their supervisor, or the Campus Public Safety Office. Confidentiality will be maintained to the extent possible.

Upon hiring, and annually thereafter, faculty and staff will receive copies of this policy. Additionally, the policy will be posted throughout the campus and be placed on the CUNY website and on the college's website, as appropriate.

5. Office of Human Resources. The Office of Human Resources at each campus is responsible for assisting the Campus Public Safety Director and supervisors in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; notifying the Campus Public Safety Office of workplace violence incidents reported to that office; and consulting with, as necessary, counseling services to secure professional intervention.

The Office of Human Resources is responsible for providing new employees or employees transferred to the campus with a copy of the Workplace Violence Policy and Procedures and insuring that faculty and staff receive appropriate training. The Office of Human Resources will also be responsible for annually disseminating this policy to all faculty and staff at their campus, as well as posting the policy throughout the campus and on the college's website, as appropriate.

6. Students. Students who witness violence, learn of threats, or are victim of violence by employees, students or others should report the

incident immediately to the Campus Public Safety Office. If there is no imminent danger, students should report threatening incidents by employees, students or others as soon as possible to the Campus Public Safety Office or the Office of Student Affairs. Students will be provided with workplace violence awareness information (including information regarding available counseling services) upon registration each year.

7. Workplace Violence Advisory Team A college President shall establish a Workplace Violence Advisory Team at his/her college. This Team, working with the College Advisory Committee on Campus Security, will assist the President in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; assessing the potential problem of workplace violence at its site; assessing the college's readiness for dealing with workplace violence; evaluating incidents to prevent future occurrences; and utilizing prevention, intervention, and interviewing techniques in responding to workplace violence. This Team will also develop workplace violence prevention tools (such as pamphlets, guidelines and handbooks) to further assist in recognizing and preventing workplace violence on campus. It is recommended that this Team include representatives from Campus Public Safety, Human Resources, Labor Relations, Counseling Services, Occupational Health and Safety, Legal and others, including faculty, staff and students, as deemed appropriate by the President.

In lieu of establishing the Workplace Violence Advisory Team, a President may opt to expand the College Advisory Committee on Campus Security with representatives from the areas recommended above to address workplace violence issues at the campus and perform the functions outlined above.

8. University Communications. All communications to the University community and outside entities regarding incidents of workplace violence will be made through the University Office of University Relations after consultation with the respective President or his/her designee.

Education

Colleges are responsible for the dissemination and enforcement of this policy as described herein, as well as for providing for training in the prevention and awareness of workplace violence. The Office of Faculty and Staff Relations will provide assistance to the campuses in identifying available training opportunities, as well as other resources and tools (such as reference materials detailing workplace violence

warning signs) that can be incorporated into campus prevention materials for dissemination to the college community. Additionally, the Office of Faculty and Staff Relations will offer periodic training opportunities to supplement the college's training programs.

Confidentiality

The University shall maintain the confidentiality of investigations of workplace violence to the extent possible. The University will act on the basis of anonymous complaints where it has a reasonable basis to believe that there has been a violation of this policy and that the safety and well being of members of the University community would be served by such action.

Retaliation

Retaliation against anyone acting in good faith who has made a complaint of workplace violence, who has reported witnessing workplace violence, or who has been involved in reporting, investigating, or responding to workplace violence is a violation of this policy. Those found responsible for retaliatory action will be subject to discipline, up to and including termination.

NOTICE OF ACCESS TO CAMPUS CRIME STATISTICS, THE CAMPUS SECURITY REPORT, AND INFORMATION ON REGISTERED SEX OFFENDERS

The College Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report. The campus security report includes: (1) the campus crime statistics for the most recent calendar year and the two preceding calendar years; (2) campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus; (3) policies concerning the security of and access to campus facilities; (4) policies on campus law enforcement; (5) a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others; (6) campus crime prevention programs; (7) policy concerning the monitoring through the police of criminal activity at off-campus locations of student organizations officially recognized by the College; (8) policies on illegal drugs, alcohol and underage drinking; (9) where information provided by the state on registered sex offenders may be obtained (also, see below); and

(10) policies to be followed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act.

The campus crime statistics and the annual campus security report are available at the reference desk of the library and the college website at www.jjay.cuny.edu.

If you wish to be mailed copies of the campus crime statistics and the annual campus security report, you should contact Brian Murphy, Director of Campus Safety and Security at 212.237.8524 and copies will be mailed to you within 10 days. The U.S. Department of Education's website address for campus crime statistics is:

www.ed.gov/security/InstDetail.asp (then input the name of the school).

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders are now required to register the name and address of any college at which he or she is a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the college's chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact the College's chief security officer Brian Murphy, Director of Campus Safety and Security, 212.237.8524, to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 3 offenders, you may contact the Division's registry website at www.criminaljustice.state.ny.us/nsor/sor-ab_out.htm and then click on Search for "Level 3 Sex Offenders" or access the directory at the College's public safety department or police department, local police precinct in which the offender resides or attends college, or the Division's sex offender registry at 800.262.3257.

ATHLETIC PROGRAM PARTICIPATION NOTICE

The College files an annual report with the U.S. Secretary of Education on intercollegiate athletics, which includes information on the participation of males and females on its teams, and the expenditures and revenues of those teams. Copies of the annual report on intercollegiate athletics are available at the reference desk of the library and the college website.

NEW YORK STATE DISCLOSURE REQUIREMENTS REGULATIONS OF THE COMMISSIONER OF EDUCATION

Part 53 of the New York State Education Rules and Regulations require that all degree-granting postsecondary institutions make the following information available to currently enrolled and prospective students. Prospective students are defined as persons who have contacted the institution requesting information for the purpose of enrollment.

1. General Procedures for Dissemination of Information

The following information required by Part 53 shall be included in the catalog or bulletin of the institution and the following procedures must be followed:

- A. When a catalog or bulletin is published less often than annually, a statement shall warn of the possibility of out-of-date information and provide the name and address or telephone number of the person or office to be contacted for the most recent information.
- B. The information required by Part 53 shall be clearly and precisely described and any statistical displays shall be easy to read and understand.
- C. Advertisements, brochures, or solicitations to prospective students shall clearly note the availability of more extensive information in the catalog or bulletin.
- D. Where more than one catalog or bulletin is published for separate programs or schools, only information required by Part 53 that pertains to the individual programs or schools concerned need to be included. In this case, a statement shall be made to indicate that separate catalogs or bulletins are in use.

II. Financial Assistance Available to Students

A. The institution must provide the following information for every category of aid:

1. Application procedures, including a description of the forms and preparation instructions
2. Method of selection of recipients
3. Allocation of awards
4. Award schedule; and
5. Rights and responsibilities of recipients

B. Categories of aid include state, federal and local institutional programs. The institution must provide information to eligible students for each of the following:

1. State Programs

- a. Tuition Assistance Program (TAP)
- b. Regents College Scholarships
- c. Regents Nursing Scholarships
- d. Regents Awards for Children of Deceased or Disabled Veterans
- e. State Assistance for Native Americans
- f. Guaranteed Student Loans
- g. Higher Education Opportunity Program (HEOP)
- h. Education Opportunity Program (EOP)
- i. Search for Education and Elevation through Knowledge (SEEK)
- j. College Discovery Program (CD)
- k. Work incentive program (WIN)
- l. Any other state program that accounts for 10 percent or more of the total state student aid administered by the institution

2. Federal Programs

- a. Educational Opportunity Grants program (EEOG)
- b. Supplemental Educational Opportunity Grants (SEOG)
- c. National Direct Student Loans (NDSL)
- d. College Work-Study Programs (CWS)
- e. Social Security payments to children of deceased or disabled veterans;
- f. Federal aid to Native Americans
- g. Veterans Administration educational benefits
- h. Any other federal program, which accounts for 10 percent or more of the total federal student aid administered by the institution

3. Local Institutional Programs

- a. Information on grants, scholarships, waivers, deferrals, loans, including small emergency loans, and work-study arrangements administered by the institution shall be provided
- b. Programs involving awards of \$300 or more per year shall be individually listed, including any restrictions
- c. The number and average value of programs with awards of less than \$300 per year shall be provided, along with the name, address and telephone number of an institutional office from which more detailed information can be obtained

III. Costs of Attending the Institution

The institution shall provide the costs of attendance for each of the cost categories listed below. Estimates may be used if exact figures are unavailable or inappropriate. Where only summary information is provided, the institution must identify the name of an institutional office where detailed information can be obtained.

1. Tuition and Fees

- a. All assessments against students for direct educational and general purposes
- b. Description of the purpose of a mandatory fee, if not apparent from its name
- c. Clearly identified course and lab fees and
- d. Clearly stated condition under which non-mandatory fees need not be paid

2 Books and Supplies

- a. Costs of textbooks, books, manuals, consumable supplies and equipment that are corollary to instruction and necessary for the student
- b. In the case of major program categories for which such costs vary more than 25 percent from the average, separate estimates shall be provided

3. Room, Board and Other Living Expenses

- a. Costs of housing services
- b. Costs of food services
- c. Estimated costs of similar accommodations available in the community
- d. Estimated cost of personal expenses applicable to students pursuing primarily educational objectives.

IV. Refund Policy

The institution must state its policy concerning refunds due to a student's failure to complete an academic term for any reason. The policy must include the following, which is to be refunded after a specified elapsed period of time:

- 1. Tuition
- 2. Fees
- 3. Room and Board
- 4. Other Assessments

V. Instructional Programs

A. A list of degree, certificate and diploma programs shall be provided. The list must be consistent with the inventory of registered degree and certificate programs maintained by the Education Department. The list shall contain at least the following:

- 1. Official program titles
- 2. Degree and HEGIS code numbers
- 3. A statement that enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards

- 4. A description of each degree, certificate and diploma program, including prerequisites and requirements for completion
- 5. An indication of which academic year each instructional offering (course) is expected to be taught

B. A general description of instructional, laboratory and other facilities directly related to the academic program shall be provided.

The description shall include:

- 1. A description of the total physical plant
- 2. Narrative and/or statistical information about library collections and facilities, student unions and institution-operated eating facilities
- 3. Hours of operation, including holiday and vacation schedules.

C. The following information about faculty and other instructional personnel must be provided:

- 1. A listing by rank of regular resident faculty
- 2. Identity of each resident faculty member's highest degree held, by which institution that degree was granted, and the department or major program area to which faculty is assigned
- 3. Estimated number of adjunct faculty and teaching assistants in each department or major program area
- D. The institution shall provide information on student retention and graduation rates for at least full-time undergraduates based on a summary of the most recent cohort survival statistics available to the institution

E. The institution shall provide summaries of job placement and graduate school placement statistics compiled by the institution, along with information about its placement center

FEDERAL DISCLOSURE REQUIREMENTS

According to federal law, institutions of higher education must provide the following consumer information to students:

A. Financial Assistance Information

- 1. How the eligibility for student financial aid is determined
- 2. How the institution distributes aid among students
- 3. Rights and responsibilities of students receiving aid
- 4. How and when financial aid will be disbursed
- 5. The terms and conditions of any employment that is part of the financial aid package
- 6. The terms of, the schedules for, and the necessity of loan repayment
- 7. Required loan exit counseling
- 8. The criteria for measuring satisfactory academic progress, and how a student who has failed to maintain satisfactory progress may reestablish eligibility for financial aid

B. Information about the Institution

1. The names of associations, agencies and/or governmental bodies that accredit, approve or license the school and its programs, and the procedures by which a student may receive a copy for review of the school's accreditation, licensure, or approval
2. Special facilities and services available to disabled students
3. A statement of the requirements for the return of Federal Student Aid program funds when a student withdraws from school, information about any refund policy with which the school must comply, and the requirements for officially withdrawing from the school
4. The availability of a General Equivalency Diploma (GED) program if the school admits students who do not have a high school diploma or equivalent
5. Who to contact for information on student financial assistance and who for general institutional issues
6. That a student may be eligible for Federal Student Aid program funds for attending a study abroad program that is approved for credit by the home school
7. The terms and conditions under which students receiving federal education loans may obtain deferments while serving (a) in the Peace Corps; (b) under the Domestic Volunteer Service Act; and (c) as a volunteer for a tax-exempt organization of demonstrated effectiveness to the field of community service
8. Information regarding the availability of Federal Student Aid program funds for study abroad programs

INSTITUTIONAL COMPLAINT PROCESS

Section 494C(j) of the Higher Education Act of 1965, as amended, provides that a student, faculty member, or any other person who believes he or she has been aggrieved by an institution of higher education has the right to file a written complaint.

In New York State, a complaint may be filed by any person with reason to believe that an institution has acted contrary to its published standards or conditions or that conditions at the institution appear to jeopardize the quality of the institution's instructional programs or the general welfare of its students. Any person who believes that he or she has been aggrieved by an institution on or after May 4, 1994, may file a written complaint with the department within three years of the alleged incident.

How to File a Complaint

1. The person should first try to resolve the complaint directly with the institution by following the internal complaint procedures provided by the institution. An institution of higher education is required to publish its internal complaint procedure in a primary information document such as the catalog or student handbook. (The Department suggests that the complainant keep copies of all correspondence with the institution.)
2. If a person is unable to resolve the complaint with the institution or believes that the institution has not properly addressed the concerns, he or she may send a letter or telephone the Postsecondary Complaint Registry to request a complaint form. Please telephone 212.951.6493 or write to:

**New York State Education Department
Postsecondary Complaint Registry
One Park Avenue, 6th Floor
New York, NY 10016**

3. The Postsecondary Complaint Registry Form should be completed, signed, and sent to the above address. The completed form should indicate the resolution being sought and any efforts that have been made to resolve the complaint through the institution's internal complaint processes. Copies of all relevant documents should be included.
4. After receiving the completed form, the Department will notify the complainant of its receipt and make any necessary request for further information. When appropriate, the Department will also advise the institution that a complaint has been made and, when appropriate, the nature of the complaint. The complainant will also be notified of the name of the evaluator assigned to address the specific complaint. The evaluator may contact the complainant for additional information.
5. The Department will make every effort to address and resolve complaints within ninety days from receipt of the complaint form.

Complaint Resolution

Some complaints may fall within the jurisdiction of an agency or organization other than the State Education Department.

These complaints will be referred to the entity with appropriate jurisdiction. When a complaint concerns a matter that falls solely within the jurisdiction of the institution of higher education, the complainant will be notified and the Department will refer the complaint to the institution in question and request that the matter receive a review and a response.

Upon conclusion of the Department's complaint review or upon a disposition of the complaint by referral to another agency or

organization, or to the institution of higher education, the Department will issue a written notice to the complainant describing the resolution of the complaint. The complainant may contact the Department evaluator directly for follow-up information or for additional assistance.

THE CONSTITUTION OF THE JOHN JAY COLLEGE OF JUSTICE FACULTY SENATE

Preamble

The Faculty of John Jay College of Criminal Justice, having been entrusted by the bylaws of The City University of New York with responsibility for policy relating to admission and retention of students, health and scholarship standards, attendance, curriculum, awarding of college credit, granting of degrees, and the conduct of educational affairs customarily cared for by a college faculty, hereby establishes the John Jay College of Criminal Justice Faculty Senate in order to provide a formal means of representing faculty concerns to the administration of the College and the University and to provide a democratic forum for the deliberation of such matters and other matters upon which deliberation by the academic community may contribute to the well being of the University and the society which sustains it and looks to it for enlightenment.

Article I: Powers of the John Jay College Faculty Senate

The John Jay College Faculty Senate shall serve as one of the bodies of the College in the shaping of academic and educational policies. The John Jay Faculty Senate shall concern itself with matters of teaching, scholarship, research and any and all other matters related to faculty concerns as part of the educational mission of John Jay College. The Faculty Senate, acting through resolutions voted upon, shall be considered the voice of the faculty when making recommendations to the College Council, to administrative officials, or to other components of the College and the University, consistent with CUNY bylaws, the Professional Staff Congress contract and academic freedom.

Article II: Representation of the John Jay College Faculty Senate

The John Jay College Faculty Senate shall be composed of those faculty members elected to the John Jay College Council, 13 full-time faculty members elected at large, and four adjunct faculty members elected at-large. Faculty members may be self nominated or nominated by any other faculty member.

No member of the faculty shall serve simultaneously as an at-large member of the Faculty Senate and as a member of the College Council except for the at-large faculty representatives on the College Council who shall be elected by the Faculty Senate from among the at-large members of the Faculty Senate. This election shall take place in May after elections to the Senate have taken place and the Senate has been convened. The term of office shall be for one year.

Election to the Faculty Senate for at-large positions shall take place in the spring prior to elections for departmental representatives to the College Council. Only full-time faculty members may vote for full-time faculty nominees. Only adjunct faculty may vote for adjunct nominees. The term of office shall begin in May after the new Senate has been elected and shall be for one year.

The Senate may declare a vacancy in membership or in an office of the Senate by adopting a resolution to that effect if a member resigns, can no longer serve, no longer meets the requirements for membership or for cause. A member may resign from the Senate by submitting notice in writing to the President of the Senate. A motion to declare a vacancy must be passed by a two-thirds vote of members present and voting at a meeting of the Senate. After declaring a vacancy, the Senate shall determine what action, if any, is to be taken to fill the vacancy, except that a vacancy in the office of the President shall be filled by succession of the Vice President to the office of the President.

Article III: Voting and Participation

Each member of the John Jay College Faculty Senate shall have one vote on official matters. Motions shall be deemed to have been passed, or not passed, in accordance with Robert's Rules of Order, Revised. All meetings shall be open to all members of the teaching faculty. Any member of the teaching faculty may speak at a meeting, although voting is limited to members of the Senate. Other members of the College or University community, as well as any other persons, may attend a meeting of the Senate and participate in discussions only by invitation of the Senate or its Executive Committee.

Article IV: Officers of the John Jay College Faculty Senate

The officers of the John Jay College Faculty Senate shall be as follows:

1. President. The President shall preside at all meetings. In the event that a President is unable to complete a term, the Senate shall determine by vote that the office is vacant and thereupon the Vice President shall succeed automatically to the office of President.
2. Vice President. The Vice President shall assume the duties of the President in presiding over the Senate when the President is

not present or when the President yields in order to participate in discussion on a motion. If the Vice President is unable to complete a term or succeeds to the office of the President, the Senate shall elect a new Vice President.

3. Recording Secretary(ies). The Recording Secretary(ies) shall record and transmit the minutes of all meetings of the Faculty Senate to the Corresponding Secretary for distribution.

4. Corresponding Secretary. The Corresponding Secretary shall distribute minutes of Senate meetings, forward official correspondence of the President and of Senate committees, receive copies of official committee reports from committee secretaries, and maintain archives of minutes, committee records and correspondence.

5. Officers-At-Large. Two (2) Officers-At-Large shall assist the other executive officers in the execution of their responsibilities. All officers shall be elected in May, after the new Senators have been elected and the Senate has been convened. Their terms of office shall be for one year.

Article V: Executive Committee

The Executive Committee shall consist of the officers of the Senate. The Executive Committee shall determine when meetings of the Senate are to be held in accordance with Article VI. The Executive Committee shall receive agenda items from members of the faculty and shall establish the priority of agenda items. The Executive Committee may recommend limiting discussion, subject to approval by a vote of the Senate. The agenda may be revised at any time upon a motion from the floor and an affirmative vote at a meeting of the Senate.

Article VI: Regular and Special Meetings

The Faculty Senate shall meet every month of the fall and spring semesters. Additional meetings or any other changes in schedule may take place upon the recommendation of the Executive Committee of the Senate.

Article VII: Committees

The Faculty Senate shall create committees, which are necessary to advance the activities of the Senate. Standing or ad hoc committees may be established, as needed. Members of standing committees shall annually be self-nominated or nominated by a member of the Senate, and the Executive Committee shall then recommend to the Senate membership slates for election by the full Senate. The Executive Committee shall designate Chairs for all committees. Each committee

shall elect its own Assistant Chairperson and Recording Secretary, as it deems necessary. All committees shall have members of the Executive Committee as liaisons.

A committee may act upon items referred to it by the Senate as a whole, by the Executive Committee or by any member of the faculty. All committees shall report directly to the Senate as a whole, providing reports and offering motions at meetings of the Senate.

Positions on College or University committees designated for Faculty Senate shall be filled as follows: individuals shall be nominated by the Executive Committee and approved by a majority vote of the Senate.

Article VIII: Agenda

Any member of the faculty may present items for the Senate agenda by forwarding items in writing to any member of the Executive Committee at least ten school days prior to a regular meeting of the Senate. Items received too late will be held for the next meeting of the Senate. A written agenda shall be available from any member of the Executive Committee five days prior to a regular meeting of the Senate and, wherever feasible, shall be published and distributed prior to the meeting. In emergencies, the Executive Committee may call a special meeting of the Senate without prior written agenda.

Article IX: Quorum

A quorum of the Senate shall consist of a majority of its voting members. The same rule applies for its committees.

Article X: Governance

The Faculty Senate and its committees shall be governed by Robert's Rules of Order, Revised, unless otherwise specified in this constitution.

Article XI: Amendments

This constitution can be amended through a motion made and passed by a vote of at least two-thirds of members present and voting at two consecutive regular meetings of the Senate.

Ratified by the Faculty: May 1988

Amended: March 2000

Charter Of The Student Government

CHARTER OF THE STUDENT GOVERNMENT

John Jay College of Criminal Justice

The City University of New York

Ratified September 20, 1978

Amended April 1, 2008

PREAMBLE

We, the members of the Student Government of John Jay College of Criminal Justice, shall have as our goals the broadening of educational opportunities available to John Jay students; the facilitation of voluntary activities on campus making an important contribution to the intellectual, cultural, and moral development of the student body; the representation of student interests in designated college-wide decision-making bodies; and the furtherance of the College's special mission. All activities funded or otherwise supported shall contribute in a direct and significant way to a realization of these objectives.

ARTICLE I: TITLE

The title of the organization shall be the Student Government of John Jay College of Criminal Justice of the City University of New York.

ARTICLE II: MEMBERSHIP

All students in the undergraduate and graduate programs at John Jay College of Criminal Justice shall be constituents of the Student Government and shall have the right to participate in all elections and referenda held under the provisions of this Charter.

ARTICLE III: ORGANIZATION

Section 1 - Bodies of the Student Government

The bodies of the Student Government shall consist of:

A. A Student Council, which shall serve as the representative body within the Student Government, shall affect appointments of Judicial Board members and members of college-wide decision-making bodies and student committees, and shall approve budgets for student organizations under the approval of the Board of Directors of the Student Activities Corporation.

B. A Judicial Board, which shall serve as chief interpreters of this Charter when called to do so, shall certify student Clubs, shall hear and decide all charges brought against executive officers and members of the Student Council, as shall be further provided for by this Charter, and which shall conduct all elections provided for in this Charter.

C. A faculty advisor to the Student Government, selected by the Board of Directors of the Student Activities Corporation, who shall advise and assist the bodies of the Student Government in carrying out their functions.

D. Voluntary student organizations, hereafter designated as Clubs, which exist to further the purposes set forth in the Preamble of this Charter, and which shall be certified as meeting the standards specified in this Charter.

Section 2 - The Membership of the Student Council

A. The Student Council shall contain eight permanent committees contained in Article III, Section 7, paragraphs "B" through "N" and twenty class representatives drawn from and elected by the members of their respective classes. The class representatives shall be divided as follows: four drawn from the 2nd semester freshman class; four from the sophomore class; four from the junior class; four from the senior class; and four from the graduate students.

B. The Student Council shall also contain four executive officers: a president, vice president, treasurer, and secretary. Each executive officer shall not simultaneously hold office as a class representative. He or she shall possess all the powers, privileges, responsibilities and obligations of a class representative in addition to those special to his or her position.

C. All members of the Student Council must be students in good standing at the time of their election and maintain such standing throughout their term of office. All undergraduate class representatives and executive officers must have grade-point averages of at least 2.5 at the time of their election. Graduate class representatives and executive officers that are graduate students must have grade-point averages of at least 3.0 at the time of their election. Transfer students are also eligible to hold office, provided transcripts of their previous schools may be verified and the above grade-point average requirements may be satisfied.

D. All members of the Student Council shall be required to faithfully attend meetings of the Student Council and of the committees to which they are assigned. Repeated non-attendance or lateness for meetings by elected members shall be considered valid grounds for impeachment and removal from the Student Council. Any members of the Student Council who absent themselves from more than one of the regular monthly meetings of the Student Council shall be suspended from office until such time as a majority of the Judicial Board and the Student Council shall vote to reinstate them.

E. Each class representative on the Student Council shall be expected to devote at least four hours per week to his or her official responsibilities during the fall and spring semesters. During at least one designated hour of this time per week, they shall be available at the Student Council offices for consultation with their student constituents.

Section 3 - Vacancies on the Student Council

A. Should the presidency of the Student Council become vacant, the vice president shall succeed to the office.

B. Should any of the other executive officer positions of the Student Council become vacant, the members of the Student Council shall elect a successor.

C. Any vacancy among the class representatives may be filled by a special election, should the Student Council so decide, provided that at least two months remain in the term of the vacated position. Any special election must be held within one month of the occurrence of the vacancy and shall be conducted according to the procedures governing elections and referenda found in Article V of this Charter.

D. Suspended executive officers or class representatives of the Student Council shall be deemed to have vacated their positions upon such a determination being made by a majority of the remaining qualified members of the Student Council, with the concurrence of the Judicial Board.

Section 4 - Powers of the Student Council

A. The Student Council shall appropriate all funds raised by student fees in accord with the purposes set forth in this Charter.

B. The Student Council may authorize programs and activities for the general benefit of the student body in accord with the purposes of the Student Government defined in this Charter.

C. The Student Council shall appoint by a majority vote the student members of all John Jay College bodies containing student representation. Appointment to these posts shall occur at the regular September meeting of the Student Council. Graduate and undergraduate students in good standing shall be eligible for these positions. The terms of these representatives shall expire with those of the members of the Student Council, and the Student Council shall be empowered to fill any mid-term vacancies that occur. All student representatives on these bodies shall be required to report periodically to the Student Council and to the permanent Committee on Student Representation on the fulfillment of their duties.

D. The Student Council shall have the power to confirm the nomination of any student to represent the student body at college, university or inter-collegiate meetings and events, including nationally-recognized student organization functions. These representatives shall be required to report back to the Student Council on the fulfillment of their duties.

E. The Student Council may study and debate any issue or problem pertaining to campus life and student activities. On the basis of such studying or debate, it may adopt such resolutions or make such recommendations to the administration of the College, the faculty, or the student body as it sees fit; provided that it shall not endorse any candidacies for positions on the Student Council.

F. Within the procedures and requirements established by this Charter, the Student Council may adopt such bylaws, rules and regulations, create such temporary committees or empower such agents as it deems fit to carry out its duties.

Section 5 - Procedures and Internal Structure of the Student Council

A. Within one month following the start of its term, an organizational meeting shall be convened by the faculty adviser. At this meeting the executive officers and members of the Student Council shall be sworn. As soon thereafter as it is convenient, the Student Council shall meet to confirm the appointment of the members of its committees, and to schedule the remainder of the Student Council's regular monthly meetings.

B. Once its organization has been completed, the Student Council shall hold at least one regular meeting every month until the expiration of its term. These regular monthly meetings shall be held at dates

and times convenient for the executive officers and the members of the Student Council, as well as for the members of the student body. The times and dates of the regular monthly meetings may be changed by a vote of the Steering Committee of the Student Council, provided that at least one week's notice is given of such changes.

C. Special meetings of the Student Council may be held upon the call of the Student Council president. They shall also be convened upon a documented petition of a majority of the members of the Student Council.

D. During its meetings the Student Council shall strictly adhere to its agenda as specified further in Section 7 of this Article. In the case of the regular monthly meetings, the agenda shall be established by the Student Council's Steering Committee. Whenever possible the Steering Committee shall also establish the agenda for any special meetings called by the Student Council president. Should time not permit a special meeting of the Steering Committee, the president may establish the agenda. Special meetings convened as the result of a petition, shall be governed by the agenda contained in the petition.

E. Meetings of the Student Council shall be open in their entirety to all students, members of the faculty, members of the administration, and other interested individuals. The faculty adviser shall have the right to attend and address all meetings of the Student Council and its committees.

F. The date, time and place of all regular Student Council meetings shall be conspicuously advertised through the College media at least one week before the meeting takes place, and a schedule of all regular meetings shall be available to students at the Student Council's office. Due notice of special meetings shall be given whenever possible.

G. Every individual serving on the Student Council, with the exception of the president, shall be qualified to cast one vote at Student Council meetings. Members of the Student Council under suspension shall not be considered qualified to vote. Proxy voting shall not be permitted on the Student Council or within any of its committees.

H. A quorum of the Student Council shall consist of the majority of all the members of the Student Council qualified to vote.

I. No resolution shall be passed by the Student Council unless it shall have received at least a majority of the votes of qualified members present and

voting. However, should a resolution, or an amendment to a resolution, be vetoed by the Student Council president it must receive the affirmative votes of two-thirds of the qualified members of the Student Council to pass. Procedural motions, however, shall never require more than a simple majority to pass.

J. The Student Council president shall preside at Student Council meetings whenever present. In his or her absence, the vice president, treasurer, or secretary of the Student Council shall preside in that order of precedence. Should there be no qualified executive officer present, the Student Council may designate one of its other members to preside.

The presiding officer shall not be allowed to vote at meetings of the Student Council except to break ties, provided that the president shall always be free to cast his veto. The presiding officers of all committees of the Student Council, however, shall have the right to vote.

K. Subject to the provisions of this Charter, and such rules as the Student Council may wish to provide for itself, parliamentary procedure at Student Council meetings shall be governed by Robert's Rules of Order, newly revised.

Section 6 - The Powers and Duties of the Executive Officers and Committee Chairpersons of the Student Council

A. Service as an executive officer, or as the chairperson of a permanent committee of the Student Council, is a major responsibility. Executive officers are expected to devote at least ten hours per week to his or her official duties, and to monthly chair their respective committees. Sustained failure to meet these obligations shall be considered valid grounds for impeachment and removal from office. Committee chairpersons of the Committee on Clubs, the Committee on Graduate and Evening Services, and the Committee on Special Programs, are also expected to convene monthly meetings. Sustained failure of each to meet this obligation shall constitute sufficient grounds for suspension or replacement by the Student Council by a majority vote.

B. The president shall serve as chief executive of the Student Government, and the presiding officer of the Student Council. In addition to the powers granted to him or her elsewhere in this Charter, he or she shall serve as chairperson of the Student Council's Steering Committee and of its permanent Committee on General Activities; nominate the members of all Student Council committees (except the Committee on Student Representation), study groups, and deputations (other than those involving student representation of college-wide decision-making bodies), subject

to the consent of the Student Council; represent the student body when other provisions have not been made by the Student Council; and have responsibility for the management of the Student Council's office. He or she shall also be ex-officio member of all committees of the Student Council. Also, as chief executive, the president has the power to exercise the role of any other executive officer in the event of a vacancy, or in the event that an existing executive officer has been delinquent in his or her duties and exigency in the exercising of those duties exists.

C. The vice president shall succeed to the office of the presidency should a vacancy occur, and shall serve as acting-president in the president's absence. The vice president shall also serve as the chairperson of the Student Council's permanent Committee on Student Representation, and shall nominate the members of this committee subject to the consent of the Student Council.

D. The treasurer shall serve as the responsible financial officer of the Student Council, and as the chairperson of the Student Council's permanent Committee on the Budget. In addition, the treasurer shall serve as an ex-officio member of all permanent Student Council committees. The treasurer shall also disperse all properly appropriated funds and keep the books of account. At any time, the Board of Directors of the Student Activities Corporation may direct that an audit be conducted of the books of the Student Council. The treasurer shall also be responsible for making a monthly report to the Student Council on the state of the Student Government's finances.

E. The secretary shall keep the minutes of all meetings and provide for the maintenance and security of all Student Council records. The secretary shall call the roll of the Student Council, read minutes of preceding meetings, and handle all correspondence for the Student Council, with such exceptions as the Student Council may provide. The secretary shall also serve as the chairperson of the permanent Committee on Essential Services.

Section 7 - Composition and Responsibility of the Student Council Committees

A. The major portion of the Student Council's work shall be done in its committees. Faithful participation in the activities of his or her committee shall be an essential obligation of all members of the Student Council. Repeated failure to attend committee meetings, as deemed by the Student Council, for those elected members, shall constitute valid grounds for impeachment and removal from office. For those committee members

that are appointed by the Student Council, any sustained failure of each to meet their obligation shall constitute sufficient grounds for suspension or replacement by the Student Council by a majority vote.

B. The members of the Student Council, both elected by the students and/or appointed by the members of Student Council, shall be organized into eight permanent committees: the Steering Committee, the Committee on Student Representation, the Committee on Clubs, the Committee on General Activities, the Committee on Graduate and Evening Services, the Committee on Special Programs, the Committee on Essential Services, and the Committee on the Budget. The Student Council may also create special temporary committees whose existence shall end whenever the Student Council shall so prescribe, or at the installation of a new Student Council. Each member of the Student Council shall serve on at least one permanent committee.

C. The Steering Committee, the highest permanent committee, shall consist of all the qualified members of the Student Council. A quorum of the Steering Committee shall consist of a majority of the Student Council's executive officers and permanent committee chairpersons. Each member of the committee, including the chair, shall have one vote, and a simple majority of all qualified members present and voting shall be sufficient to pass any resolution. The provisions of Article III, Section 5, paragraph "A" of this Charter shall not apply to meetings of the Steering Committee. The Steering Committee shall hear reports from the chairpersons of the various Student Council committees on the progress of the Committee's work. Whenever possible it shall establish the agenda of all Student Council meetings, except where meetings have been called through petition of the Student Council members. The agenda shall prescribe all the items of business to be considered by the Student Council, the time to be allocated for consideration of these items, the rules governing debate on them, and the number and nature of any motions and amendments that may be offered. These rules shall be strictly adhered to during Student Council deliberations unless the president of the Student Council secures permission of the Student Council that they be waived in whole or part. If the Steering Committee, for whatever reason, falls short of quorum at a meeting to formulate the agenda for a regular meeting, the president shall establish the agenda.

After the members of the Student Council shall have been sworn in, a regular schedule of monthly Steering Committee meetings shall be established. These meetings shall precede the regular monthly meetings of the Student Council by at least three business days. They shall

be held at times convenient to the executive officers and chairpersons of the Student Council's permanent committees. Failure on the part of an executive officer or chairperson to attend more than one of the regular monthly meetings of the Steering Committee shall result in the suspension of that individual from the Student Council.

The president may call special meetings of the Steering Committee, provided that due notice be given to all of the members of the Student Council.

D. At the time of its initial organization each permanent committee shall have a minimum membership of five qualified members. A simple majority of the committee's qualified members shall constitute a quorum, provided that the Student Council president may grant written permission to any chairperson to transact the business of a committee in the absence of a quorum. Meetings of the Student Council and of the Steering Committee, however, shall always require the presence of a quorum.

E. Once appointed and confirmed, the chairpersons of all permanent committees shall serve throughout the full term of the Student Council to which they were elected or appointed, provided that they remain qualified members of the Student Council.

F. All permanent committees shall hold regular monthly meetings, according to a schedule adopted at the first meeting of the committee. This schedule may later be revised by the members of the committee, provided that due notice is given. Committee meetings shall be open in their entirety to all students, faculty members, and members of the administration who wish to attend.

G. In formulating the agenda of the Student Council, the Steering Committee shall give priority to resolutions considered by and reported out of the committees of the Student Council.

H. The permanent Committee on Student Representation shall study the qualifications of all students proposed for positions on the College Council Committees prescribed in the College's Charter of Governance and its Bylaws. Any student in good standing may have his or her name placed before this Committee for consideration by any member of the Student Council.

Due notice shall be given to the student body of the availability of such positions, together with a description of their obligations and respon-

sibilities. Only students nominated by the permanent Committee on Student Representation may be approved by the Student Council. Moreover, no student may be selected to fill more than one position. The seat of any student member of a College Council Committee shall be declared vacated whenever that student shall have been absent for more than one of its meetings, or for inactivity deemed as such by the Student Council. The terms of students holding these positions shall terminate with those of the members of the Student Council.

The permanent Committee on Student Representation shall monitor the attendance of students on the College Council Committees and college-wide decision-making bodies, and shall nominate students to fill vacancies as they occur. The Committee shall also require student members on college-wide decision-making bodies to report monthly, in writing, on their work, and to appear before the Student Council to explain their actions. The Committee may make recommendations to the student members of college-wide decision-making bodies, provided that it is always understood that such students remain free to make their own judgments. The Committee may also request that the Student Council take advisory positions on questions before college-wide decision-making bodies, or that the student body be polled on such matters.

The permanent Committee on Student Representation shall consist of the vice president, whom shall chair, and four other members of the Student Council, at least three of whom shall be graduate students, seniors, or juniors.

I. The permanent Committee on Clubs shall review the requests of all certified Clubs for Student Council funds, and shall recommend to the Student Council whether such funds shall be approved. The Committee shall ensure that all such requests are in accordance with the educational and cultural purposes of the College, benefit a significant number of students, are cost-effective, and are in conformance with the overall budgetary guidelines and ceilings approved by the Student Council. The Committee may also examine the constitutions of any Clubs requesting funds from the Student Council for the purpose of establishing their democratic character and conformance to the purposes of the College. Members of this Committee shall not simultaneously serve as executive officers of any Club. The president shall designate the chairperson and members of this Committee, subject to confirmation by the Student Council.

J. The permanent Committee on General Activities shall study and advise the Student Council on all proposals for the authorization of activities and events, within the purposes of this Charter, not falling within the prescribed jurisdictions of other committees or Clubs. It shall also study and advise the Student Council on all proposals for the revision of the Charter of the Student Government. The Committee shall be chaired by the president, and shall include a minimum of four other members of the Student Council.

K. The permanent Committee on Graduate and Evening Services shall study and advise the Student Council on all proposals of primary benefit to students in the graduate programs of the College, or in the evening sections of the undergraduate division. This Committee shall be composed of a minimum of five members, four of whom must be graduate students. The president shall designate the chairperson and members of this Committee, subject to the confirmation by the Student Council.

L. The permanent Committee on Special Programs shall study and advise the Student Council on all programs of primary benefit to students in the Satellite Program of the College. This Committee shall be composed of a minimum of five members. The president shall designate the chairperson and members of this Committee, subject to the confirmation by the Student Council.

M. An essential service comprises an ongoing activity vital to the educational or cultural life of the College, which is designed to be accessible to a large number of students and involves an unusually large level of continuing expenditure. The permanent Committee on Essential Services shall study and advise the Council on the administration and performance of the student newspaper, radio station, yearbook, theatrical activities, as well as that of any other entity deemed by the Student Council and Board of Directors of the Student Activities Corporation as an essential service, provided that neither the Committee nor the Student Council shall intervene with the editorial freedom of these entities. The Committee shall be chaired by the secretary and include a minimum of four other members.

N. The permanent Committee on the Budget shall administer all budgetary matters as they relate to those funds appropriated and expended by the Student Government, as per Article III, Section 8 of this Charter and for the administrative processes and educational and cultural needs of the student body. The Committee shall be comprised of the treasurer, whom shall chair, and a minimum of four other members.

O. The student delegation of the College Council shall consist of the four executive officers of the Student Council, two student representatives from the graduate class, two student representatives from the senior class, two student representatives from the junior class, two student representatives from the sophomore class, and one student elected at large. Selection of the above student representatives and the student elected at large shall be based on those who received the highest number of popular student votes in the annual elections as stipulated in Article V of this Charter. The delegation shall also consist of one representative from the freshman class nominated by the president from among the freshman class representatives. If any of the student representatives are unable to serve, the president shall nominate replacements with students of that particular vacated class, as well as nominate the replacement of the at-large delegate with a student that is not of the freshman class. The president shall also nominate two alternate delegates, both of whom that are not of the freshman class.

Section 8 - The Budgetary Process

A. At a time no later than the Student Council's regular October and February meetings, it shall receive and consider recommendations from the Committee on the Budget on general budgetary guidelines based on anticipated revenues and projected expenditures. These shall include maximum allocations for the general categories of spending within the jurisdictions of the various Student Council committees. It may also include more specific ceilings for expenditure on particular programs or activities such as allocations for individual Clubs. The Committee on the Budget may also recommend the establishment of reserve or contingency funds to be allocated later during the term of the Student Council among the various spending categories.

The Student Council must act on these recommendations before the end of October or February, as the case may be. Thereafter, the Committee on the Budget, through the treasurer, shall monitor the actual flow of monies collected, appropriated, obligated, and expended by the Student Government, submitting a monthly report to the Student Council on the same.

Within the overall guidelines adopted by the Student Council, the Committee on the Budget shall have direct responsibility for appropriating funds for the deferral of the legitimate expenses of the Student Government and its members. The treasurer shall be responsible for promptly distributing copies of the budgetary guidelines to all members of the Student Council and other interested parties, and shall similarly make

available a monthly list of all Student Council revenues, appropriations, obligations and expenditures. The secretary shall be responsible for publicizing these reports.

B. The Board of Directors of the Student Activities Corporation may establish minima for expenditures on any activity or organization. Such minima are automatically to be considered an appropriated portion of the Student Government's budget, and may be obligated and expended according to such procedures as the Board of Directors may authorize. When minima are established, the Board of Directors must promptly inform the Student Council of the same, specifying the levels and purposes of the funding involved.

The Student Council may appropriate funds for any purpose beyond the levels provided for in the minima.

C. Until the guidelines have been approved, no funds shall be appropriated by the Student Council for any purpose. After the approval of the guidelines, each committee of the Student Council shall have the responsibility for recommending to the Student Council the specific amount of funds to be appropriated for programs and activities in its area of jurisdiction. No resolution providing for the appropriation of funds shall come before the Student Council unless it has originated in the proper committee.

D. No resolution for appropriating funds which exceed the ceilings for Club activities or for any other category of spending, established by the Committee on the Budget, shall be approved unless it receives an affirmative vote of two-thirds of the qualified members of the Student Council present and voting; nor may any amendment be added by the Student Council to any resolution for the appropriation of funds reported by any committee which acts to increase the amount of the appropriations contained therein. Amendments may be offered in Student Council, however, which decrease this amount, subject to the specifications of the agenda.

E. The treasurer shall be responsible for obligated and disbursing all monies duly appropriated by the Student Council, provided that no contracts shall be entered into by the Student Government without the written authorization of either the Board of Directors of the Student Activities Corporation or the Dean of Students.

F. No monies may be disbursed by the treasurer until two full weeks have passed following their appropriation by the Student Council, provided that this requirement may be waived by a two-thirds vote of the membership of the Student Council and consent of the faculty adviser. During this two-week period the Student Council, if in session, may reconsider any such appropriation.

Section 9 - Student Clubs

A. Any student Club or organization is eligible for funding by the Student Council if its activities further the purposes established in the Preamble of this Charter, and if it has been certified as meeting the requirements established in this Charter by the Judicial Board.

B. No executive officer of any student Club may simultaneously serve as the executive officer of any other Club.

C. The eligibility of a Club, once established, may be reviewed at any time by the Judicial Board, upon the request of any executive officer of the Student Council, any five members of the Student Council, or twenty-five concerned students.

D. The establishment of eligibility shall not in itself entitle any Club to the use of student funds.

E. Any Club purchasing or using equipment financed by Student Council funds may be required by the Student Council to post surety for each equipment. The treasurer shall require all Clubs and agents of the Student Council to present receipts for all expenditures funded by the Student Council.

F. Any and all items or equipment purchased by Clubs with Student Council funds shall remain the property of the Student Activities Corporation.

G. All Clubs making contracts with outside agents must have them approved by the Student Activities Corporation or the Dean of Students.

Section 10 - The Judicial Board

A. The Judicial Board shall consist of five members, known as associate justices, three nominated by the Board of Directors of the Student Activities Corporation, two nominated by the president of the Student Council, to be confirmed by both bodies. Members of the Judicial Board shall serve terms of no more than two continuous years, provided members

do not experience a lapse in student enrollment and provided members remain in good academic standing. All members of the Judicial Board shall be students in good standing, with grade-point averages of at least 2.5 as undergraduate students and grade-point averages of at least 3.0 as graduate students, at the time of their appointment and maintain such standing throughout their term of office. No member of the Judicial Board may be a member or candidate for an elective position within the Student Government during the period of his or her service, nor may he or she serve as an executive officer of a student Club.

B. The Judicial Board shall elect a chief justice, who shall preside at its meetings and shall establish its agenda, subject to modification by the members of the Judicial Board.

C. Meetings of the Judicial Board shall be in their entirety open to all interested parties, provided that the Judicial Board may meet in executive session when deciding upon charges lodged against any executive officer or member of the Student Government under the impeachment provisions of this Charter. The faculty adviser shall have the right to attend and speak at all meetings of the Judicial Board.

D. The first meeting of the Judicial Board shall be convened by the faculty adviser, and the members of the Judicial Board shall be duly sworn. Thereafter, the Judicial Board shall meet monthly according to a regular schedule, in the same manner as the Student Council. Special meetings may also be called by the chief justice of the Judicial Board or upon petition of a majority of its members. Due public notice shall be given of all Judicial Board meetings whenever possible.

E. The Judicial Board shall keep minutes of all its meetings, which, after a reasonable time, shall be made available to all interested parties. The chief justice of the Judicial Board shall make provision that all records of the Judicial Board and copies of Club records be carefully preserved and made available upon request to all interested parties.

F. Each member of the Judicial Board shall have one vote, and unless otherwise provided for, all decisions of the Judicial Board shall be taken by a simple majority of the members, a quorum being present.

G. A quorum of the Judicial Board shall consist of a majority of its members.

H. Meetings of the Judicial Board shall be conducted according to *Robert's Rules of Order*, newly revised, with the exception that the chief justice shall, in all matters, carry one vote.

I. Members of the Judicial Board shall disqualify themselves from voting on any matter bearing upon a student Club of which they are a member. Any member doing so, however, shall still be counted present for the purposes of making a quorum.

J. The Judicial Board may empower agents to assist in the performance of its administrative responsibilities.

K. Removal of any justice on the Judicial Board may be enacted by a vote of at least a majority of the qualifying members of the Student Council, subject to confirmation by the Board of Directors of the Student Activities Corporation.

ARTICLE IV: IMPEACHMENT

Section 1 - Grounds for Impeachment

The following shall be considered grounds for the impeachment of any executive officer or member of the Student Council:

A. Serious misconduct, negligence or repeated inattention in carrying out official duties;

B. Misappropriation of funds;

C. Willful violation of the provisions of the Charter.

Section 2 - The Impeachment Process

Any executive officer or elected member of the Student Council may be impeached either upon the lodging of a petition with the chief justice of the Judicial Board, specifying charges and signed by five percent or more of the student body, or by means of a resolution passed by the members of the Student Council, at least two-thirds of the qualifying membership agreeing.

Section 3 - The Trial of Impeached Members of the Student Council

A. The trial of any impeached executive officer or elected member of the Student Council shall be conducted before the Judicial Board.

B. If the impeachment is by means of petition, the Judicial Board shall verify the signatures on the petition within one week of its submission.

C. Within three business days of this verification, or after the receipt of a duly passed Student Council resolution, the Judicial Board shall provide the accused with a copy of the verified documents, and after full consultation with all interested parties, set a date for an open hearing. This date shall be no later than two weeks after the receipt of the petition or resolution by the Judicial Board.

D. It shall be the duty of the chief justice of the Judicial Board to ensure that the student body is given adequate notice of this open hearing, and of the nature of the charges lodged against the impeached member of the Student Council.

E. The case against the impeached member shall be made either by the first signer of the petition or by the sponsor of the resolution, as the case may be, or by such agents as these parties may designate. The accused may defend himself or may designate an agent to conduct his defense.

F. Both the accuser and the accused shall have the right to call witnesses and to cross-examine witnesses called by the opposing party.

G. Following the conclusion of the open hearing, the Judicial Board shall meet in closed session to consider the evidence and reach a decision. This decision, together with any accompanying opinions, shall be made public within one week after the conclusion of the open hearing.

Section 4 - Conviction and Removal from Office of Members of the Student Council

Should four-fifths of the members of the Judicial Board find an impeached member of the Student Council guilty of any charges brought against him or her, he or she shall be considered convicted and removed from office. No student, once so convicted, shall again be eligible to hold any office or position within the Student Government. Should none of the charges be sustained by the Judicial Board, the impeached member shall be considered acquitted.

Section 5 - Suspension of Impeached Members of the Student Council

A. Should two-thirds of the elected members of the Student Council agree that the charges against another member are of sufficient gravity, they may vote to suspend that member from his duties for the duration of the impeachment process. In no case, however, shall such suspension be

viewed as an indication of guilt of the impeached member. A suspended member shall immediately regain his or her powers upon acquittal by the Judicial Board.

B. In the event that the president is the subject of suspension or impeachment, the vice president shall serve as acting-president upon the disposition of the case.

ARTICLE V: ELECTIONS

Section 1 - Eligibility for Student Office

A. Only persons who are currently students in good standing at the College are eligible to hold office within the Student Government. Candidates for office must also meet the specific qualifications for the offices they seek as stipulated in Article III, Section 2, paragraph "C" of this Charter.

B. Any student wishing to become a candidate for freshman, sophomore, junior, senior, or graduate class representative on the Student Council must submit a nominating petition to the Judicial Board signed by at least 25 members of the student body. The petition must be submitted no later than six weeks prior to the election period.

Section 2 - Procedure for Electing Class Representatives

A. Elections shall be under the direct supervision and control of the Judicial Board and shall be conducted in conformance to the provisions of this Charter, in a fair, open and honest manner. No election guidelines or procedures drawn up by the Judicial Board shall go into operation until they have been approved by the Student Election Review Committee or the Dean of Students.

B. The period of holding elections for all class representatives shall be during the two or three weeks prior to the spring recess. The exact date and times of the elections shall be determined and announced by the Judicial Board no later than the end of February.

C. A newly-elected member of the Student Council shall begin his or her term at midnight on June 1 and complete it, if not removed, at midnight on May 31 of the following year.

D. All nominating petitions shall be reviewed and verified by the Judicial Board, in consultation with the Dean of Students. All currently-enrolled

students who qualify as candidates shall be so informed by the Judicial Board no later than four weeks prior to the beginning of the election period.

E. The guidelines and procedures governing regular Student Government elections shall be established and announced by the Judicial Board at approximately six weeks before the date of elections. The Judicial Board shall secure the cooperation of the Dean of Students in the carrying out of elections. It may also employ an independent ballot association to supervise the counting of the ballots.

F. The Judicial Board shall be responsible for informing the student body of the identities of candidates for positions within the Student Government. Student Government funds shall not be utilized to finance campaigns. Such activity shall disqualify such candidates.

G. The Judicial Board shall determine the design of the ballot and the nature of the information that candidates may choose to have placed on the ballot.

H. Special elections for the Student Council, as well as any referenda that the Student Council may authorize, shall also be under the supervision of the Judicial Board. These shall be conducted in a fair and open manner, according to such specific regulations as the Judicial Board shall determine.

Section 3 - The Election of Student Council Executive Officers

A. Students in good standing at the College shall be eligible to be elected executive officers of the Student Council if they have the requisite qualifications for the offices they seek as stipulated in Article III, Section 2, paragraph "C" of this Charter. These include a grade-point average of at least 2.5 for undergraduate students, and at least 3.0 for graduate students, at the time of election.

B. The executive officers of the Student Council shall be elected at the same time and in the same manner as class representatives. Every student registered in John Jay College of Criminal Justice shall be eligible to vote in the election to fill each of the executive offices. The candidates for these positions receiving a plurality of the total vote shall be elected.

C. A newly-elected executive officer shall begin his or her term at midnight on June 1, and completed, if not removed, at midnight on May 31, of the following year.

D. Eligible students may become candidates for executive office in the following manner:

1) Students wishing to become candidates for executive office must present a statement of support signed by at least seven members of the Student Council, or a nominating petition signed by at least one hundred and fifty registered students.

2) No student may sign a nominating petition or a statement of support for more than one candidate running for a single seat or position.

ARTICLE VI: ELIGIBILITY REQUIREMENTS FOR STUDENT CLUBS

Section 1 - Certification of Eligibility by the Judicial Board

A. Any new Club wishing to be certified as eligible for funding must first submit to the Judicial Board:

1) A statement of its purposes, said purposes being in accord with the mission of the College and purposes of the Student Government as defined in this Charter.

2) A constitution providing for the governance of the Club in an open and democratic manner.

3) A membership list containing the names of at least fifteen members of the student body, four of whom must be executive officers of the Club, all of whom with grade-point averages of at least 2.5 as undergraduate students and/or grade-point averages of at least 3.0 as graduate students.

4) A Club must have a faculty adviser.

B. The Judicial Board shall study and verify all material submitted to it by Clubs. It may require the executive officers or the faculty adviser of any Club to appear before it for the purpose of gathering additional information. Following the submission of the required materials, the Judicial Board shall determine whether a given Club is to be certified, and so inform the president of the Student Council. The Judicial Board may invoke this procedure with respect to continuing Clubs which have not undergone review for more than one year.

C. Any Club denied certification shall be provided in writing with the reasons for such action by the Judicial Board. It may resubmit an application for certification at any time thereafter.

D. If the Club has been denied certification, whether such denial is provided in writing or otherwise, it may lodge an appeal with the president of the Student Council. If the president determines that the appeal holds merit, he or she shall place it before the Student Council and shall request the executive officers of the Club in question and representatives of the Judicial Board to appear before the Student Council at its next meeting to give testimony in the case, provided the agenda has not already been established. If the agenda has already been established, the case shall be heard at the subsequent meeting. The Student Council may, on appeal, reverse a certification decision of the Judicial Board, provided that two-thirds of the qualified attending membership of the Student Council so agree.

E. All Clubs will be expected to hold at least three regular meetings per semester. At least one week's notice shall be provided for all Club meetings, and attendance shall be open to all interested members of the student body. It shall be the responsibility of the executive officers of each Club to keep minutes of each meeting, indicating the members of the Club in attendance and all business transacted. These minutes, along with a signed statement from the Club's faculty adviser attesting to their accuracy, shall be transmitted to the chief justice of the Judicial Board no later than one week following each meeting. Clubs shall also promptly submit to the Judicial Board all amendments to their constitutions.

F. At any time during the course of the academic year, any ten members of the Student Council or twenty-five concerned students may request that the Judicial Board reexamine the standing of any Club. Any Club found failing to conform to the requirements set forth in this Article may, after an open hearing, have its certification revoked. Clubs losing their certification may neither receive any further appropriations from the Student Council, nor draw upon any funds already appropriated. A Club, however, may appeal the loss of certification in the same manner as it might appeal an initial denial of certification. No Club may have its certification reexamined more than once during an academic year.

ARTICLE VII: INTERPRETATION OF THE CHARTER

A. Upon petition of one hundred students or ten members of the Student Council, or upon a motion by any executive officer of the Student Council, any question pertaining to the interpretation of any provision of this Charter may be submitted to the Judicial Board for interpretation.

B. In the event of such a submission, the Judicial Board must decide the question at its next meeting, provided that the Judicial Board shall also be free to decline to decide on the case. If the Judicial Board should accept the appeal, its chief justice may stay the disputed action of any Student Council executive officer or agent, or of the qualifying members of the Student Council, until the case shall have been decided.

ARTICLE VIII: AMENDMENTS

A. Any proposed amendment to this Charter must be introduced at a regular monthly meeting of the Student Council by a member of the Student Council or upon petition by one hundred members of the student body.

B. The Student Council may vote upon this amendment at its next regular monthly meeting, provided that due notice has been given to all members of the Student Council and the student body.

C. If two-thirds of the qualifying membership of the Student Council shall so agree, the amendment shall be submitted to the Board of Directors of the Student Activities Corporation for approval.

D. Should the Board of Directors approve, the amendment shall be submitted to the full student body for ratification. Within three months of such action by the Student Council and the Board of Directors, a referendum shall be held.

E. An amendment shall be adopted if approved by fifty percent of the students voting in the said referendum.

ARTICLE IX: IMPLEMENTATION

A. Upon the institution of this Charter all existing constitutions, charters and bylaws governing the John Jay College Student Government are null and void. The constitutions of all voluntary student organizations associated with it shall be subject to review.

B. Notwithstanding the provisions of Article VIII, during the first two years of this Charter's operation it may be amended by an affirmative vote of a simple majority of the qualified members of the Student Council and the approval of the Board of Directors of the Student Activities Corporation. The provisions of Article III, Section 5, paragraph "I" shall not apply to such votes.

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