

GRADUATE
BULLETIN 2010 – 2011



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

A Letter from the President



Thank you for considering the graduate programs of John Jay College of Criminal Justice. A world leader in educating for justice since 1964, John Jay offers a rich liberal arts and professional studies curriculum to a student body diverse in race, ethnicity, gender, age and career objectives.

At John Jay, we define justice in our teaching and research both narrowly, with an eye toward meeting the needs of criminal justice and public service agencies, and broadly, in terms of enduring questions about fairness, equality and the rule of law. Whether your goal is to further your career through graduate study, or to seek knowledge as its own reward, you will find that our courses and programs meet the highest academic and professional standards.

This bulletin provides you with descriptions of our graduate class offerings. Our master's degree programs in criminal justice, forensic mental health counseling, forensic psychology, forensic science, international crime and justice, public administration, protection management and forensic computing are among the best in the nation. Our PhD programs in criminal justice and forensic psychology, offered in cooperation with the Graduate Center of The City University of New York, are drawing the best applicants from across the country and around the world.

We hope you will find these programs exciting, challenging and rewarding. We also hope that you find useful information in this bulletin regarding academic standards, general regulations, student activities, and available scholarships and awards. I encourage you to visit the College as you weigh these opportunities, call us if you have questions, and consider joining the exciting community of John Jay College of Criminal Justice.

We look forward to welcoming you to John Jay!

[Jeremy Travis](#)

1 GRADUATE DEGREES OFFERED	1	8 TUITION & FEES	93
2 GRADUATE COURSE OFFERINGS	27	9 FINANCIAL AID	96
3 CERTIFICATE PROGRAMS	69	10 STUDENT LIFE	102
4 DOCTORAL PROGRAMS	74	11 JOHN JAY GENERAL INFORMATION	111
5 ACADEMIC RESOURCES	77	COLLEGE & UNIVERSITY OFFICERS	114
6 ADMISSION AND REGISTRATION	81	FACULTY & STAFF DIRECTORY	116
7 ACADEMIC STANDARDS	87	APPENDIX	137
		INDEX	183

1 GRADUATE DEGREES OFFERED

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
OFFERS THE MASTER'S DEGREE
IN EIGHT FIELDS OF STUDY

CRIMINAL JUSTICE
FORENSIC COMPUTING
FORENSIC MENTAL HEALTH COUNSELING
FORENSIC PSYCHOLOGY
FORENSIC SCIENCE
INTERNATIONAL CRIME AND JUSTICE
PROTECTION MANAGEMENT
PUBLIC ADMINISTRATION

(Including the Public Administration -
Inspector General Track)

These master's degree programs complement a baccalaureate degree program as well as enhance the academic and professional body of knowledge in both the criminal justice and the public service fields. Each program is intended to meet the special needs of pre-career, in-career and second-career students.

GENERAL REQUIREMENTS

A student is required to maintain a B average (3.0 index) for graduation. All credits and other degree requirements must be completed within eight years. For the number of credits and specific requirements, refer to the relevant program description.

Enrollment in Courses Outside the Degree Program

Graduate students may take one or two graduate courses outside of the MPA and MPA-IG programs of study, as well as outside the Forensic Psychology and Forensic Mental Health Counseling programs, if they receive the permission from their program director and the program director of the other program.

Thesis

The option of writing a master's thesis is available in the Criminal Justice, Forensic Computing, Forensic Mental Health Counseling, Forensic Psychology and International Crime and Justice degree programs. The writing of a master's thesis is required in the Forensic Science Program. Students in programs that offer a thesis are required to complete a total of 30 to 60 credits, including the appropriate Prospectus Seminar course (e.g., CRJ 791, FCM 791, FOS 795-797, or PSY 791).

Permission of the instructor teaching the prospectus seminar is required in order for a student to pursue the thesis option. Successful registration of 791 (CRJ, FCM or PSY) occurs when the student's prospectus has been approved and a full-time thesis adviser has been identified. When the student completes the thesis and has the approval of the first and second advisers and the Dean of Graduate Studies, then the student receives a passing letter grade (P). Successful registration of FOS 797 occurs when a student's thesis project has been approved and a full-time thesis adviser has been identified. When the student completes the prospectus and has the approval of the mentor and prospectus instructor, then the student receives a passing letter grade (P).

For students in the International Crime and Justice program, this option is available only to those who received a grade of A or A- in Research Methods in International Crime and Justice and CRJ 716 and maintained a 3.5 GPA. Pursuit of the thesis track also requires the permission of the program director.

A student must submit two copies of the approved thesis to the Library for binding. The original and one copy of the thesis approval page and a receipt from the Library and Bursar's Office for the binding fee must be submitted to the Registrar's Office for clearance.

The Criminal Justice, International Crime and Justice and Protection Management Programs have comprehensive exams. The Forensic Computing, Forensic Mental Health Counseling, Forensic Science, Forensic Psychology, Public Administration Programs and the Public Administration-Inspector General Track do not offer comprehensive exams. Forensic computing students must take a qualifying exam (see qualifying exam). Forensic science students must write a thesis. Forensic mental health counseling students must complete a 600-hour supervised fieldwork internship. Forensic psychology students may write a thesis (see thesis) or complete an externship. Public administration and public administration-inspector general students must take a qualifying exam and complete a capstone seminar course.

Comprehensive Exam

- **Criminal Justice Comprehensive Exam**

The criminal justice comprehensive exam (CRJ 793) is given at the end of the fall and spring semesters. Students in the Criminal Justice Program who are not following the thesis track must take and pass the exam.

A student is allowed two attempts at passing the comprehensive examination. Anyone who has failed the examination twice may be dismissed from the program. However, in unusual circumstances and at the discretion of the program director, a student may be permitted to take the examination a third time, provided that a plan of study has been approved by the program director.

- **Criminal Justice Comprehensive Review Course**
To meet the needs of students preparing for the criminal justice examination, the Criminal Justice Program offers a one-semester, 3-credit Comprehensive Review Course (CRJ 793). Students receive 3 elective credits and a grade determined by the student's score on the comprehensive examination. The Comprehensive Review Course (CRJ 793) is not required, but strongly recommended.

- **Criminal Justice Comprehensive Examination Without the Review Course**
Students who do not take the Comprehensive Review Course (CRJ 793) are eligible to take the comprehensive exam once they have completed 30 credits during the semester in which the examination is given. To take the comprehensive examination, students must register by notifying the instructor of the review course at least two weeks prior to the last day of classes.

- **International Crime and Justice Comprehensive Exam**
The international crime and justice comprehensive exam (ICJ 793) is given at the end of the fall and spring semesters. Students in the International Crime and Justice Program who are not following the thesis or internship track must take and pass the exam. Students must have completed the 24 credits of core courses prior to taking the exam. The Comprehensive Review course is optional.

A student is allowed two attempts at passing the comprehensive examination. Anyone who has failed the examination twice may be dismissed from the program. However, in unusual circumstances and at the discretion of the program director, a student may be permitted to take the examination a third time, provided that a plan of study has been approved by the appropriate graduate program director.

- **Protection Management Comprehensive Exam**
The protection management comprehensive examination is given twice a year. All students must either take the comprehensive exam or complete a thesis. Protection management students must visit the John Jay website (<http://web.jjay.cuny.edu/~pub-mgt/>) to retrieve all the necessary materials for taking the exam. It is also recommended that they consult the Protection Management Program Director with regard to exam questions or other concerns.

A student is allowed two attempts at passing the comprehensive examination. Anyone who has failed the examination twice may be dismissed from the program. However, in unusual circumstances and at the discretion of the program director, a student may be permitted to take the examination a third time, provided that a plan of study has been approved by the graduate program director.

- **Public Administration and Public Administration-Inspector General Qualifying Exams**
The public administration and public administration-inspector general qualifying examinations are given twice during the academic year, once in the spring (early March) and in the fall (early October). Students must pass the qualifying exam and complete the capstone seminar in order to receive the degree. The qualifying exam should be taken in the semester after completing PAD 700, 702 and 705 (these courses must be taken within the first 15 credits). Public administration students must visit the John Jay website (<http://web.jjay.cuny.edu/~pub-mgt/>) to retrieve all the necessary materials for taking the exam. It is also recommended that they consult the Master of Public Administration Program Director with regard to exam questions or other concerns.

A student is allowed two attempts at passing the qualifying examination. Anyone who has failed the examination twice may be dismissed from the program. However, in unusual

circumstances and at the discretion of the program director, a student may be permitted to take the examination a third time, provided that a plan of study has been approved by the graduate program director.

- **Forensic Computing Qualifying Exams**

The forensic computing qualifying examination is given twice a year, in January and August, one or two days prior to the beginning of the fall and spring semesters. The qualifying exam can be taken any time after a student has completed FCM 700, FCM 710 and FCM 742. Should a student fail any part of the exam, they may be permitted to retake that part of the exam for a second time.

Anyone who has failed the examination twice may be dismissed from the program. However, in unusual circumstances and at the discretion of the program director, a student may be permitted to take the examination a third time.

MASTER OF ARTS IN CRIMINAL JUSTICE

Program Director: Professor William Heffernan

Criminal justice is a rapidly expanding field of academic study central to the mission of the College. The aim of the Master of Arts in Criminal Justice Program is to broaden the perspective of those already in the criminal justice profession and prepare students for further graduate work and scholarship. Its courses provide a general survey of the field covering research methods, causes of crime and analyses of the police, courts and the correctional system. In addition, courses are offered in criminal law, crime mapping, cybercrime, information security and technology, as well as drug abuse and terrorism.

The program is designed for:

- Those who wish to obtain a terminal master's degree as a credential for entry into the criminal justice professions
- Those employed in the criminal justice system, who wish to acquire job-related knowledge or broaden their perspectives
- Those already employed in the criminal justice system, who seek to teach at the community college level or to obtain a post in some other area of the criminal justice system
- Those interested in an academic career in higher education, who wish to obtain a master's degree before entering a doctoral program

For information on the Doctoral Program in Criminal Justice, please see Chapter 4.

Degree Requirements

The course requirements for the Master of Arts in Criminal Justice include the successful completion of 30–36 credits, depending on whether the thesis or the comprehensive examination track is selected.

Thesis Track

Students selecting the thesis track must complete 30 credits of coursework. The thesis track includes 15 credits in the program's core courses, 12 credits from elective courses and an additional 3 credits for the thesis prospectus. This option is available only to students who received a grade of A or A- in CRJ 715. Pursuit of the thesis track also requires permission of the program director.

Comprehensive Examination Track

Those who choose the comprehensive examination track must complete 36 credits of coursework and must pass the comprehensive examination. The Comprehensive Review Course (CRJ 793) is recommended but not required. If CRJ 793 is taken for credit, 18 additional credits of electives are needed. If not, 21 credits of electives are needed. Electives may be selected from any of the graduate courses offered at John Jay, subject to the approval of the graduate program director.

Credits

Required Courses

Subtotal: 15

Criminal Justice 710* Issues in Criminal Justice: Theory and Courts

Criminal Justice 711* Issues in Criminal Justice: Policing and Corrections

Criminal Justice 715* Research Design and Methods

Criminal Justice 716 Using Computers in Social Research

Criminal Justice 730 Policy Analysis in Criminal Justice

* Students must complete Criminal Justice 710, 711, and 715 within their first 15 credits of courses.

Electives

Subtotal: 12-21

All students must complete the 15 core credits listed above. In addition, students must take from 12 to 21 credits in elective courses (depending on whether the thesis or comprehensive examination track is followed).

Specializations

Students must specialize in one of eight areas and take a total of 9 credits within the specialization selected. The specialization lists provided are not intended to be exhaustive. The program director has discretion to accept courses other than those noted in determining whether a student has satisfied the specialization requirement. Students should consult with the program director before taking a course for specialization credit when that course has not been noted in the list of courses for the student's specialization.

Experimental courses in the 800-level series can be used to fulfill a specialization requirement with the approval of the program director. Dual specializations are permissible if the student has fulfilled the requirements of both specializations.

- **Criminology and Deviance**

Criminal Justice 701 The Sociology of Crime

Criminal Justice 712 Sex Crimes

Criminal Justice 713 White Collar Crime

Criminal Justice 714 Social Aspects of Alcohol and Drug Use

Criminal Justice 727/Forensic Computing 727 Cybercriminology

Criminal Justice 744 Terrorism and Politics

Criminal Justice 746 Terrorism and Apocalyptic Violence

Criminal Justice 766 Sociology of Delinquency

Criminal Justice 769 Deviant Behavior

Criminal Justice 770 Advanced Criminology

Criminal Justice 772 Treatment of the Offender

Criminal Justice 778 Victimology

Criminal Justice 783 Crime and the Media

Criminal Justice 784 Organized and Transnational Crime

Psychology 701 Psychology of Criminal Behavior

Psychology 704 Epidemiology of Deviant Behavior

- **Criminal Law and Procedure**

Criminal Justice 708 Law, Evidence and Ethics

Criminal Justice 725 Capital Punishment

Criminal Justice 732 United States Constitutional Law

Criminal Justice 733 The Constitution and Criminal Justice

Criminal Justice 734 Criminal Law

Criminal Justice 736 Seminar in Civil Rights and Civil Liberties

Criminal Justice 754/Public Administration 754 Investigative Techniques

Criminal Justice 785 The American Jury

Public Administration 741 Administrative Law and Regulation

Public Administration 760 Court Administration

Criminal Justice 796 Homeland Security and International Relations

Criminal Justice 798 Homeland Security and Terrorism

- **Police Administration**

Criminal Justice 739 Crime Mapping

Criminal Justice 751 Crime Scene Investigation

Criminal Justice 754/Public Administration 754 Investigative Techniques

Criminal Justice 756 Problems in Police Administration

Criminal Justice 757 The Police and the Community

Criminal Justice 759 Comparative Police Administration

Criminal Justice 760 History of Police Administration

Criminal Justice 761 Youth Crime and Delinquency Control

Criminal Justice 786 Problem-Oriented Policing

- **Correction Administration**

Criminal Justice 703 Advanced Penology

Criminal Justice 704 Probation and Parole: Theory and Practice

Criminal Justice 728 Problems in Contemporary Corrections

Criminal Justice 749 Punishment and Responsibility

Criminal Justice 761 Youth Crime and Delinquency Control

- **Computer Applications in Criminal Justice**

Criminal Justice 720/Public Administration 720 Computer Programming for Management and Analysis

Criminal Justice 727 Cybercriminology

Criminal Justice 739 Crime Mapping

Criminal Justice 747/Public Administration 747 Computer Applications in Public Policy and Management

Criminal Justice 752 The Law and High Technology Crime

Criminal Justice 750/Public Administration 750 Security of Information and Technology

Public Administration 711 Operations Research

- **Study of Drug and Alcohol Abuse**

Criminal Justice 714 Social Aspects of Alcohol and Drug Use

Criminal Justice 729 Drugs, Crime and the Criminal Justice System

Criminal Justice 775 Evaluation and Monitoring of Alcoholism Treatment Programs

Criminal Justice 776 Sociological Perspectives on Alcoholism

Criminal Justice 777 Alcohol Abuse and the Family

- **Investigative Techniques**

Criminal Justice 708 Law, Evidence and Ethics

Criminal Justice 733 The Constitution and Criminal Justice

Criminal Justice 739 Crime Mapping

Criminal Justice 751 Crime Scene Investigation

Criminal Justice 754/Public Administration 754 Investigative Techniques

- **Juvenile Justice**

Criminal Justice 704 Probation and Parole

Criminal Justice 729 Drugs, Crime and the Criminal Justice System

Criminal Justice 761 Youth Crime and Delinquency Control

Criminal Justice 766 The Sociology of Delinquency

Psychology 716 Assessment and Counseling of the Juvenile Offender

Total: 30–36

MASTER OF SCIENCE IN FORENSIC COMPUTING

Program Director: Professor Richard Lovely

The Master of Science in Forensic Computing integrates criminal justice studies with computer sciences and computer forensic training. Graduates will possess the knowledge to conduct and manage forensic investigations involving digital devices and electronic crime. They will also have the knowledge to help organizations protect their computer systems. As the problems of

investigating computer crime and securing computers are ever changing, graduates will be imbued with the leadership skills necessary for taking the initiative when confronted with new challenges. Graduates of the program are expected to serve as leaders in the field, capable of training others in the latest forensic computing methods, guiding and consulting on cybercrime investigations and computer security, solving new problems as they emerge and continually building on their existing level of expertise in order to keep their knowledge and skills current.

Degree Requirements

This program is intended for students who have the equivalent of an undergraduate degree in core computer science. At a minimum, applicants for the Master of Science in Forensic Computing should have successfully completed the equivalent of the following undergraduate coursework or have comparable experience: two semesters in object-oriented programming; one semester in data structures (stacks, queues, linked lists and trees); one semester in algorithms (searching and sorting); one semester in operating systems fundamentals; and two semesters of calculus.

For students without professional experience in law enforcement or significant organizational experience, a professional practicum (FCM 780) will serve as a capstone for the program. It will provide practical experience working on criminal investigations with law enforcement agencies or computer security projects with public agencies and private corporations.

Students must take the general Graduate Record Examination prior to admission, as well as the analytical writing sample.

Program requirements consist of 39 credit hours, with a qualifying exam.

Credits

Required Courses Subtotal: 12

Electronic Crime and Investigation

Forensic Computing 752 The Law and High Technology Crime

Criminal Justice 710 Issues in Criminal Justice I: Theory and Courts

Forensic Computing 727 Cybercriminology

Forensic Computing 753 Digital Forensic Applications

Core Computing Subtotal: 9

Forensic Computing 700 Theoretical Foundations of Computing

Forensic Computing 710 Architecture of Secure Operating Systems

Forensic Computing 742 Network Security

Computer Forensics and Security Subtotal: 9

Forensic Computing 740 Data Communications and Forensic Security

Forensic Computing 745 Network Forensics

Forensic Computing 760 Forensic Management of Digital Evidence

Forensic Computing Elective Subtotal: 3

Criminal Justice 708 Law, Evidence and Ethics

Criminal Justice 733 The Constitution and Criminal Justice

Criminal Justice 750/Public Administration 750 Security of Information and Technology

Forensic Computing 705/Forensic Science 705 Mathematical Statistics for Forensic Scientists

Forensic Computing 785 Management of a Digital Forensics Lab

Graduate Elective Subtotal: 3

Select one course from any in the John Jay College graduate curriculum

Capstone Seminar Subtotal: 3

Forensic Computing 780 Capstone Seminar and Fieldwork *or*

Forensic Computing 791 Forensic Computing Prospectus Seminar

Total: 39

MASTER OF ARTS IN FORENSIC MENTAL HEALTH COUNSELING

Program Director: Professor James Wulach

This program, developed within the Department of Psychology, has been approved by New York State as a “license eligible” academic program. It satisfies the state’s educational requirements for professional licensure as a mental health counselor, with a specialization in forensics. It develops skills in interviewing, counseling, and assessment, based upon established principles and research regarding human development, personality, psychopathology and counseling. Students will be uniquely prepared to work towards licensure as counselors in prisons, juvenile detention centers, probation and parole agencies, and social service agencies that counsel and assess adolescents and adults at risk for criminal behavior. The program offers research opportunities for those students interested in pursuing doctoral education as well as related courses leading to a certificate as a Certified Alcohol and Substance Abuse Counselor (CASAC).

Degree Requirements

The degree requires 60 credits. The program contains a group of twelve required courses (36 credits); three to six forensic mental health electives (9-18 credits); two permitted cognate courses (0-6 credits) for particularized student interests; plus a 600-hour (6 credits) supervised fieldwork internship. Beginning students are expected to complete courses in Introduction to Forensic Mental Health Counseling, Mental Health Professionals, Social Science and the Law, Psychopathology, Intermediate Statistics, and Research Methods, before the completion of their first 30 credits.

Permission from the program director and completion of PSY 791 is required for those who hope to complete their degree with a thesis. In addition, enrollment in PSY 791 is open only to students who received an A or A- in PSY 715, PSY 737, PSY 738 and PSY 769. Students should take PSY 715 and PSY 769 in their first semester

and the other two courses during their second semester. There is no qualifying exam for this degree.

Credits

Required Courses

Subtotal: 36

Psychology 700 Mental Health Professionals, Social Science and the Law
 Psychology 715 Research Design and Methods
 Psychology 731 Human Growth and Development
 Psychology 741 Theories of Personality and Counseling
 Psychology 745 Psychopathology
 Psychology 755 Introduction to Forensic Mental Health Counseling
 Psychology 758 Clinical Instruction
 Psychology 760 Counseling and Psychotherapy Methods
 Psychology 761 Clinical Interviewing and Assessment
 Psychology 765 Group Dynamics and Treatment
 Psychology 769 Intermediate Statistics in the Social Sciences
 Psychology 795 Introduction to Assessment

Required Supervised Internship

Subtotal: 6

Psychology 780 Fieldwork in Counseling I
 Psychology 781 Fieldwork in Counseling II
 Students enrolling in PSY 780 and 781 must have completed Clinical Instruction (PSY 758) as a prerequisite.

Forensic Mental Health Electives

Subtotal: 9-18

All departmental courses numbered 800-899 also satisfy forensic mental health counseling elective distribution requirements.

Psychology 701 Criminal Behavior
 Psychology 703 Violence and Aggression
 Psychology 705 Victimology
 Psychology 707/Criminal Justice 707 Counseling and Rehabilitation of the Offender
 Psychology 708 Crisis Intervention and Short-term Counseling
 Psychology 714 Alcoholism and Substance Abuse
 Psychology 716 Assessment and Counseling of the Juvenile Offender

- Psychology 718 Social Science Evidence in Court
- Psychology 720 Social Psychology and the Legal System
- Psychology 722 Evaluation and Counseling of the Sex Offender
- Psychology 726 Mental Health Issues in Policing
- Psychology 727 Eyewitness Identification
- Psychology 729 Terrorism
- Psychology 730 Ethical Issues in Forensic Mental Health
- Psychology 734 Criminal Psychological Assessment
- Psychology 739 Clinical Crime Scene Analysis
- Psychology 742 Family Violence and Disputes
- Psychology 746 Empirical Profiling Methods
- Psychology 748 Empirical Crime Scene Analysis
- Psychology 751 Intellectual and Cognitive Assessment
- Psychology 752 Projective Personality Assessment
- Psychology 753 Objective Personality Assessment
- Psychology 754 Advanced Forensic Assessment
- Psychology 766 Personality Profiles of the Homicidal Offender
- Psychology 779 Brain and Behavior
- Psychology 790 Selected Topics in Forensic Mental Health Counseling*

Forensic Mental Health Thesis Track Electives
 Subtotal: 0-9

- Psychology 737 Descriptive and Statistical Data Analysis in Psychology
- Psychology 738 Advanced Research Methods
- Psychology 791 Prospectus Seminar

Students interested in the thesis track must obtain approval from a full-time faculty mentor serving as a thesis sponsor before enrolling in PSY 791. They must also achieve a grade of A or A- (or the permission of a thesis sponsor and the program director) in PSY 715, 737, 738, and 769 before PSY 791 enrollment.

* PSY 790 is required of those students who transferred credits or graduated from the MA program in Forensic Psychology before the FMHC Program was registered in September 2009

CASAC Track Electives Subtotal: 0-9

- Psychology 714 Alcoholism and Substance Abuse
- Criminal Justice 714 Social Aspects of Alcoholism and Drug Use
- Psychology 730 Ethical Issues in Forensic Mental Health

Students pursuing the Credential in Alcoholism and Substance Abuse Counseling (CASAC) must complete their fieldwork requirements (PSY 780 and 781) in an OASAS-licensed facility. They must also complete five undergraduate courses in the John Jay CASAC program, in addition to the 60 credits required for the MA in Forensic Mental Health Counseling.

Additional undergraduate courses required for the credential include SOC 161 (Chemical Dependency and the Dysfunctional Family), PSY 268 (Therapeutic Interventions in Chemical Dependency), PSY 255 (Group Dynamics in Chemical Dependency Counseling), PSY 331 (Assessment and Clinical Evaluation in Chemical Dependency Counseling), and CSL 350 (Advanced Topics in Chemical Dependency Counseling).

Cognate Courses Subtotal: 0-6

Students may enroll in up to two additional graduate courses offered at John Jay College, including those courses in the master's degree programs in Criminal Justice, Forensic Science, Forensic Computing, or Public Administration.

Total: 60

MASTER OF ARTS IN FORENSIC PSYCHOLOGY

Program Director: Professor Diana Falkenbach

The Master of Arts in Forensic Psychology is designed to train practitioners to provide psychology services to, and within, the criminal and civil justice systems as well as to prepare students for doctoral study in psychology. The 42-credit curriculum focuses on the understanding, evaluation and treatment of both offenders and victims. Through the curriculum, students are provided with an advanced understanding of psychological development and psychopathology, personality assessment, psychotherapeutic techniques and research methods.

For information on the Doctoral Program in Forensic Psychology, please see page 76.

In the Forensic Psychology Program, students may take an externship consisting of a minimum of 300 hours in an appropriate psychological setting under the supervision of a licensed psychologist or other trained mental health professional approved by the program director. Alternatively, qualified students may complete a thesis.

Degree Requirements

All new matriculants in the Master of Arts in Forensic Psychology Program are required to complete 42 credits. This includes 39 credits of coursework plus 3 credits for an externship of 300 hours or the prospectus/thesis.

Permission from the program director and completion of PSY 791 is required for those who hope to complete their degree with a thesis. In addition, enrollment in PSY 791 will be open only to students who received an A or A- in PSY 715, PSY 737, PSY 738 and PSY 769. Students should take PSY 715 and PSY 769 in their first semester and the other two courses during their second semester. There is no qualifying exam for this degree.

Credits

Required Courses

Subtotal: 24

Psychology 700* Mental Health Professionals, Social Science and the Law

Psychology 715* Research Design and Methods

Psychology 745* Psychopathology

Psychology 769 Intermediate Statistics in the Social Sciences

** These three courses must be taken within the first 24 credits of the program.*

*Select two psychological testing courses**:*

Psychology 734 Criminal Psychological Assessment

Psychology 751 Intellectual and Cognitive Assessment

Psychology 752 Projective Personality Assessment

Psychology 753 Objective Personality Assessment

Psychology 779 Brain and Behavior

***Psychology 745 is a prerequisite for all testing courses.*

Select one course:

Psychology 731 Human Growth and Development

Psychology 741 Theories of Personality and Counseling

Select one course:

Psychology 760 Counseling and Psychotherapy Methods

Psychology 761 Clinical Interviewing and Assessment

Forensic Psychology Electives

Subtotal: 9-15

All psychology courses numbered 800-899 also satisfy forensic psychology elective distribution requirements.

Psychology 701 Criminal Behavior

Psychology 703 Violence and Aggression

Psychology 705 Victimology

Psychology 707/Criminal Justice 707 Counseling and Rehabilitation of the Offender

Psychology 708 Crisis Intervention and Short-term Counseling

Psychology 714 Alcoholism and Substance Abuse

Psychology 716 Assessment and Counseling of the Juvenile Offender
 Psychology 718 Social Science Evidence in Court
 Psychology 720 Social Psychology and the Legal System
 Psychology 722 Evaluation and Counseling of the Sex Offender
 Psychology 726 Mental Health Issues in Policing
 Psychology 727 Eyewitness Identification
 Psychology 729 Terrorism
 Psychology 730 Ethical Issues in Forensic Mental Health
 Psychology 734 Criminal Psychological Assessment
 Psychology 742 Family Violence and Disputes
 Psychology 754 Advanced Forensic Assessment
 Psychology 764 Hypnosis, Psychology and the Law
 Psychology 766 Personality Profiles of the Homicidal Offender
 Psychology 779 Brain and Behavior
 Psychology 791 Forensic Psychology Prospectus Seminar

General Psychology Electives and Cognate Courses*

Subtotal 0-6

Psychology 728 Social Psychopathology
 Psychology 731 Human Growth and Development
 Psychology 737 Descriptive and Statistical Data Analysis in Psychology
 Psychology 738 Advanced Research Methods
 Psychology 741 Theories of Personality and Counseling
 Psychology 747 The Treatment and Prevention of Childhood Psychopathology
 Psychology 760 Counseling and Psychotherapy Methods
 Psychology 761 Clinical Interviewing and Assessment
 Psychology 763 Behavior Modification and Learning Theory

* Students may substitute any additional required course or forensic psychology elective for cognates. They may also substitute appropriate courses offered in any John Jay College graduate program.

Thesis Track (39 credits plus 3 credits of PSY 791)

Students who choose to complete their degree by writing a master's thesis must complete 42 credits of coursework as indicated, and Forensic Psychology Prospectus Seminar (PSY 791). Students must obtain approval from a full-time faculty mentor serving as a thesis sponsor and permission of the Dean of Graduate Studies before enrolling in the Prospectus Seminar.

Enrollment in PSY 791 also requires an A or A- in the following four courses, except with permission of the Director of the MA Program: Research Design and Methods (PSY 715), Descriptive and Statistical Data Analysis in Psychology (PSY 737), Advanced Research Methods (PSY 738) and Intermediate Statistics in the Social Sciences (PSY 769).

Students hoping to complete the Thesis Track should enroll in PSY 715 and PSY 769 in their first semester, and the two additional thesis preparation courses during their second semester.

Externship Track (39 credits plus 3 credits of Fieldwork)

Students who choose to complete their degree by the alternative to the thesis, the externship, must complete 39 credits of coursework as indicated, plus 3 credits of Fieldwork in Counseling (PSY 780).

Externship/Thesis Combination (42 credits including

3-credit Thesis Prospectus -PSY 791 and 3 credits of Fieldwork in Counseling-PSY 780.)

Students may opt to do both a thesis and fieldwork by taking PSY 780 and PSY 791. To do so, they must fulfill all the requirements for the thesis and take Fieldwork in Psychology. PSY 791 will count as a forensic psychology elective in that case.

Total: 42

MASTER OF SCIENCE IN FORENSIC SCIENCE

Program Director: Professor Margaret Wallace

The Master of Science in Forensic Science is designed to provide advanced education for scientists, administrators, directors and other professionals currently employed in crime laboratories, medical examiners' offices and in such related areas as public safety, arson investigation, and environmental protection. The program also prepares individuals who are interested in entering such careers. Drawing from the areas of chemistry, biology, physics and law, the program involves the mastery of techniques for the laboratory and the courts. The curriculum meets an urgent national need for broadly trained forensic scientists.

The master's degree program offers specializations in criminalistics, forensic toxicology, or molecular biology. Within these three areas, sub-specialization is available through electives offered periodically at John Jay College or (with permission) at the CUNY Graduate School and University Center.

Degree Requirements

Program requirements consist of 41-43 credit hours. Core courses provide the student with the knowledge and skills required of crime laboratory analysts; elective courses, coupled with research experience, provide training in more specialized areas such as microspectrophotometry, firearm examination, microscopy, molecular biology and questioned documents.

All students are required to write a thesis. There are no alternatives.

Core Program Courses

Required Courses

Forensic Science 706 Physical and Biological Evidence
 Forensic Science 707 Principles of Forensic Toxicology
 Forensic Science 710 Advanced Criminalistics I

Credits

Subtotal: 27

Forensic Science 721 Advanced Instrumental Analysis I
 Forensic Science 722 Advanced Instrumental Analysis II
 Forensic Science 730 Molecular Biology for Forensic Scientists†
 Forensic Science 795 Thesis Prospectus 1(1 credit)
 Forensic Science 796 Thesis Prospectus 2 (1 credit)
 Forensic Science 797 Thesis Prospectus 3 (1 credit)

† *Not required for students in the Molecular Biology specialization.*

Required courses for Criminalistics Specialty

Subtotal: 8

Forensic Science 711 Advanced Criminalistics II
 Forensic Science 717 Organic Compound Structure Determination

Required Courses for the Molecular Biology Specialty

Subtotal: 13

Forensic Science 704 Advanced Genetics
 Forensic Science 732 Advanced Molecular Biology I
 Forensic Science 733 Advanced Molecular Biology II

Required Courses for the Forensic Toxicology Specialty

Subtotal: 10

Forensic Science 725 Forensic Toxicology I
 Forensic Science 726 Forensic Toxicology II

Highly Recommended Electives for all Specialties

Subtotal: 6

Forensic Science 705/Forensic Computing 705 Mathematical Statistics for Forensic Scientists
 Forensic Science 760 Scientific Evidence, Expert Testimony and Ethics for Research and Forensic Scientists
 Forensic Science 7XX Forensic Anthropology: Osteological & Genetic Identification

Total: 41-43

MASTER OF ARTS IN INTERNATIONAL CRIME AND JUSTICE

Program Director: Professor Rosemary Barberet

The Master of Arts in International Crime and Justice reflects the College's commitment to the internationalization of criminal justice education and builds on the strengths of our undergraduate degree in international criminal justice by opening the possibility of graduate education in this field. Indeed, this is the first program of this nature in the United States. The MA in International Crime and Justice combines advanced substantive knowledge of international crime challenges and domestic and international responses, with analytic and research techniques in an interdisciplinary framework. It aims to produce graduates with a truly global outlook on criminal justice, a moral commitment to international justice, and professional competence in the increasingly multicultural workforce.

Degree Requirements

The program requires 36 credits of coursework. Students must choose between the thesis track or the comprehensive evaluation track.

Students will be required to demonstrate foreign language competency in the language of their choice. Credits earned in language study while enrolled in the program do not count toward the degree requirements.

Core Program Courses

Required Courses

International Crime and Justice 700 International Crime and Justice Theory
 International Crime and Justice 715 Research Methods in International Crime and Justice
 Criminal Justice 716 Using Computers in Social Research
 International Crime and Justice 701 International Economics
 International Crime and Justice 702 Comparative Criminal Justice Systems

Credits

Subtotal: 24

International Crime and Justice 703 International Law and World Order

International Crime and Justice 704 Culture and Identity in a Global Context

International Crime and Justice 770 Capstone Course in International Crime and Justice

Electives

Subtotal: 9-12

Electives may be selected from the themed lists below or from any of the graduate courses offered at John Jay and CUNY, subject to the approval of the graduate program director. The groupings below do not imply tracts or specializations, but rather themes that are recurrent in the study of international crime and justice.

- **International Criminology**

Criminal Justice 727 Cybercriminology

Criminal Justice 744 Terrorism and Politics

Criminal Justice 746 Terrorism and Apocalyptic Violence

Criminal Justice 784 Organized and Transnational Crime

Criminal Justice 789 Violence Across the Globe

International Crime and Justice 720 Crime and Justice in the Balkans

Psychology 729 Psychology of Terrorism

Psychology 705 Psychology of the Victim

- **International Law Enforcement and Crime Control**

Criminal Justice 739 Crime Mapping

Criminal Justice 759 Comparative Police Administration

Public Administration 718 International Public Policy and Administration

Public Administration 746 Comparative Public Administration

Public Administration 772 International Inspection and Oversight

Total: 36

MASTER OF SCIENCE IN PROTECTION MANAGEMENT

Program Director: Professor Robert Till

The Master of Science in Protection Management Program provides advanced professional education in theory, design, management and operation of fire and security protection, and emergency management systems. Programs and procedures, and their practical application, are explored in a variety of public, commercial and residential settings.

Degree Requirements

The program requires 39 credits of coursework. Students must choose one of the following specializations:

- Fire Protection
- Security Management
- Emergency Management

All students must either take a comprehensive examination, composed of the core knowledge of the curriculum, which is administered twice annually, or complete PMT 752, which entails completion of a major research paper.

Additional information. Students who enrolled for the first time at the College in September 2002 or thereafter must complete the program in the form presented here. Students who enrolled in the Fire Protection Management Program prior to that date and have consistently maintained matriculation may choose the version of the Protection Management Program or the Fire Protection Management Program, in place at their time of enrollment.

Credits

Required Courses

Subtotal: 15

Protection Management 701 Introduction to Protection Management Systems

Protection Management 711 Introduction to Emergency Management

Protection Management 712 Theory and Design of Fire Protection Systems

Protection Management 740 Safety and Security in the Built Environment

Protection Management 781 Risk Analysis and Loss Prevention

Required Management and Analytic Courses

Subtotal: 12

Public Administration 702 Human Resources Management

Public Administration 705 Organization Theory and Management

Public Administration 715 Research Methods in Public Administration *or*

Protection Management 715 Analytical Methods in Protection Management

Public Administration 744 Capital and Operational Budgeting

Specializations

Subtotal: 9

Complete three courses from a selected specialization

- **Security Management** **Select three courses**
 Criminal Justice 750 /Public Administration 750 Security of Information and Technology
 Criminal Justice 754 /Public Administration 754 Investigative Techniques
 Protection Management 753 Theory and Design of Security Systems
 Protection Management 754 Contemporary Issues in Security Management
- **Fire Protection Management** **Select three courses**
 Fire Protection Management 700 Introduction to Fire Protection
 Fire Protection Management 703 Analysis of Building and Fire Codes
 Fire Protection Management 751 Contemporary Fire Protection Issues
- **Emergency Management** **Select three courses**

Required Courses

Protection Management 791 Emergency Management: Preparedness and Response

Protection Management 792 Emergency Management: Mitigation and Recovery

Electives

Protection Management 761 Technology in Emergency Management

Protection Management 762 Business Continuity Planning

Electives

Subtotal: 3

Select one course

Criminal Justice 746 Terrorism and Apocalyptic Violence

Criminal Justice 744 Terrorism and Politics

Public Administration 748 Project Management

Public Administration 726 The Politics and Process of Outsourcing

Any other PMT or FPM course not otherwise required

Any other relevant graduate course by permission of the program director

Total: 39

MASTER OF PUBLIC ADMINISTRATION

Program Director: Professor Peter Mameli

The Master of Public Administration degree prepares graduates for public service careers in nonprofit organizations and government agencies, especially in the uniformed and protective services, justice organizations, international and military organizations, and inspection and oversight agencies. This policy and management program seeks to inspire students to the highest ideals of citizenship and public service. It offers students the opportunity to acquire professional and political knowledge and skills, together with consideration of ethical issues, necessary for effective public service. As a result, graduates of the program bring intellectual acuity, moral commitment and professional competence to the public work force.

Accredited by the National Association of Schools of Public Affairs and Administration (NASPAA), the 42-credit curriculum of the Master of Public Administration (MPA) program offers two tracks:

The traditional Master of Public Administration degree that prepares students as managers, analysts and policy specialists within government agencies and nonprofit organizations.

Specializations in the program are offered in the following fields:

- Court Administration
- Criminal Justice Policy and Administration
- Emergency Management
- Fiscal Policy Analysis and Oversight
- International Inspection and Oversight
- Investigation and Operational Inspection
- Law and Public Management
- Human Resources Management
- Management and Operations
- Organizational Assessment and Monitoring
- Urban Affairs

The Master of Public Administration-Inspector General degree that prepares students to apply the core disciplines and perspectives of public administration from an oversight perspective.

Degree Requirements

Students enrolled in the Master of Public Administration Program are required to complete 42 course credits. Students are also required to pass the MPA qualifying examination, which includes material associated with PAD 700, PAD 702 and PAD 705. Students are required to register for these three foundation courses within their first 15 credits of coursework and to take the qualifying examination no later than the end of the semester following completion of the three courses. The examination is given twice during the academic

year, once in the spring and once in the fall. Fall examinations are administered in early October; spring examinations in early March.

Failure to complete any of the requirements described in the paragraph above will result in a student not being permitted to register for future classes without the explicit permission of the program director.

Additional information. Students, who enrolled for the first time at the College in September 2007 or thereafter, must complete the program in the form presented here. Students who enrolled prior to that date and have consistently maintained matriculation, may choose the form shown here or the version of the program in place at their time of enrollment.

Credits

Required Courses

Subtotal: 21

- Public Administration 700 Public Administration
- Public Administration 702 Human Resources Management
- Public Administration 704 Economic Principles for Public Administration
- Public Administration 705 Organization Theory and Management
- Public Administration 739 Policy Analysis
- Public Administration 743 Public Sector Financial Management
- Public Administration 771 MPA Capstone Seminar

Students who have completed three courses in economics with a grade of B or better at the undergraduate or graduate level may request a waiver of PAD 704 from the program director.

Students with an undergraduate public administration major and a grade point average (GPA) of 3.0 or better may request a waiver of PAD 700 from the program director.

A course cannot be used to satisfy both a required courses requirement and a specialization requirement.

Research Methods and Quantitative Skills Subtotal: 6

The student must complete a course from each of the following two categories:

- **Research Methods**
Public Administration 715 Research Methods in Public Administration
- **Quantitative Methods and Information Management**
Select one of the following courses:
Public Administration 713* Management of Information and Technology
Public Administration 745 Program Development and Evaluation
Public Administration 747* Techniques in Policy Analysis
Public Administration 770* Cases and Techniques in Quantitative Policy Analysis

* There is no prerequisite for either PAD 747, PAD 770 or PAD 713. However, computer skills and experience are assumed for all of these courses. Students who need additional computer skills will be directed by the program director to other places in the College where skills may be obtained. PAD 715 is a prerequisite for PAD 745. Students with 12 undergraduate credits in computer courses may request a waiver of PAD 747.

A student may not use a course completed to fulfill this section to satisfy requirements in specialization and elective courses.

Specialization and Elective Courses Subtotal: 15

Students should declare a specialization upon completing 12 credits. Students must complete at least three courses in the declared specialization. From the list of electives offered under each specialization, students may select the remaining two courses to complete the specialization requirements from any of the courses listed under the MPA or MPA-IG specializations. PAD 789 (Fieldwork), PAD 755 (Writing for Management), and a PAD 800-

level course can also be used to complete the specialization. Dual specializations are permissible if the student has fulfilled the requirements of both specializations. Students seeking a specialization other than those described in this bulletin should consult with the program director.

- **Court Administration**

This specialization prepares students for responsibilities involving policy making and administration in the courts. Additional materials on the specialization are available from the specialization coordinator.

Required Course

Public Administration 760 Court Administration

Electives

- Criminal Justice 735 Politics of the Judicial Process
- Public Administration 710 The Law of Public Employment
- Public Administration 713 Management of Information and Technology
- Public Administration 726 The Politics and Process of Outsourcing
- Public Administration 741 Administrative Law and Regulation
- Public Administration 745 Program Development and Evaluation
- Public Administration 758 Ethics, Integrity and Accountability
- Public Administration 761 Contemporary Issues in Court Administration

Students may also fulfill requirements for this specialization with 6 credits of law courses in civil and criminal procedures.

- **Criminal Justice Policy and Administration**

This specialization prepares students for responsibilities involving policy making and administration in criminal justice agencies. Additional materials on the specialization are available from the specialization coordinator.

Required Courses

Criminal Justice 730/Public Administration 730 Policy Analysis in Criminal Justice (Prerequisite: PAD 715 or CRJ 715)

Public Administration 719 Delivery Systems in Justice and Urban Services

Electives

- Criminal Justice 704 Probation and Parole
 - Criminal Justice 728 Problems in Contemporary Corrections
 - Criminal Justice 736 Seminar in Civil Rights and Civil Liberties
 - Criminal Justice 741 An Economic Analysis of Crime
 - Criminal Justice 756 Problems in Police Administration
 - Criminal Justice 757 The Police and the Community
 - Criminal Justice 750/Public Administration 750 Security of Information and Technology
 - Criminal Justice 761 Youth Crime and Delinquency Control
 - Protection Management 711 Planning and Strategy for Emergency Response
 - Protection Management 781 Risk Analysis and Loss Prevention
 - Public Administration 726 The Politics and Process of Outsourcing
 - Public Administration 745 Program Development and Evaluation
 - Public Administration 758 Ethics, Integrity and Accountability
 - Public Administration 760 Court Administration
 - Public Administration 770 Cases and Techniques in Quantitative Policy Analysis
- Two additional courses are to be selected from the above list or from any of the specialization courses in the MPA Program, the MPA-Inspector General Track, or from any of the courses listed under specializations in the Master of Arts in Criminal Justice Program.

- **Emergency Management**

This specialization prepares students for careers in emergency management. The concentration is designed to emphasize technology and business continuity planning, building design issues and terrorism. The concentration has three required courses.

Required Courses

Protection Management 711 Introduction to Emergency Management

Protection Management 763 Emergency Management: Preparedness and Response

Protection Management 760 Emergency Management: Mitigation and Recovery

Electives

Protection Management 761 Technology in Emergency Management

Protection Management 762 Business Continuity Planning

Protection Management 781 Risk Analysis and Loss Prevention

Public Administration 726 The Politics and Process of Outsourcing

Fire Protection Management 703 Analysis of Building and Fire Codes

Fire Protection Management 712 Fire Detection and Protection Systems

Fire Protection Management 751 Contemporary Fire Protection Issues

Public Administration 748 Project Management

Public Administration 758 Ethics, Integrity and Accountability

- **Law and Public Management**

Courses in this specialization may be taken at CUNY Law School at Queens College, The City University of New York, or at other law schools offering comparable courses.

Students must apply to, and be accepted at, law school while enrolled in the MPA Program, and complete their specialization while attending law school. Subject to the approval of the program director, 12 credits of law courses concerning legal research, civil and criminal procedure, and public institutions and the law, may be transferred for credit. Students must also pass the qualifying examination and fulfill remaining requirements for the MPA degree. Students who have completed coursework in law school prior to enrollment in the MPA Program may apply to the program director to transfer up to 12 credits from law school

toward this specialization. Additional materials for this specialization are available from the specialization coordinator.

- **Human Resources Management**

This specialization prepares students to assume supervisory and administrative responsibilities involving personnel management. The specialization has two required courses.

Required Courses

Public Administration 703 Techniques and Tools of Human Resources Administration

Public Administration 707 Managing People: A Human Resources Perspective

Electives

Public Administration 708 Human Resources and Labor in the Public Sector

Public Administration 710 The Ethical and Legal Environment of Public Employment

Public Administration 723 Assessments, Audits and Investigations in Human Resources

Public Administration 726 The Politics and Process of Outsourcing

- **Management and Operations**

This concentration prepares students to assume supervisory and managerial responsibilities in operational services. Additional materials for this specialization are available from the specialization coordinator.

Required Courses

Public Administration 712 Management Systems and Techniques in the Public Sector

Public Administration 714 Organizational Performance Assessment

Electives

Public Administration 713 Management of Information and Technology

Public Administration 716 Cases in Productive Public Management

Public Administration 718 International Public Policy and Administration

Public Administration 719 Delivery Systems in Justice and Urban Services

Public Administration 726 The Politics and Process of Outsourcing

Public Administration 745 Program Development and Evaluation

Public Administration 746 Comparative Public Administration

Public Administration 748 Project Management

Public Administration 758 Ethics, Integrity and Accountability

Public Administration 770 Cases and Techniques in Quantitative Policy Analysis

- [Urban Affairs](#)

At least three courses of the five courses in this specialization are taken at the Department of Urban Affairs and Planning at Hunter College, The City University of New York. Courses should be selected in consultation with a faculty adviser from each program. The Urban Affairs courses at Hunter College cover topics such as urban development, social and economic analysis and problem solving in urban and community settings.

Total: 42

MASTER OF PUBLIC ADMINISTRATION-INSPECTOR GENERAL TRACK

Director: Professor Warren Benton

The traditional Master of Public Administration degree prepares students for public service within agencies as managers, analysts and policy specialists. The Public Administration-Inspector General Track prepares students to apply the core disciplines and perspectives of public administration from an oversight perspective.

The 42-credit inspector general curriculum, while sharing many of the traditional MPA program courses, puts greater emphasis on auditing and accounting in its core curriculum, and has concentrations related to inspection and oversight. Students in this track are prepared for careers involving the assessment of performance of public agencies, and as managers in public and not-for-profit organizations with auditing, oversight and investigative responsibilities. Concentrations are offered in the following fields:

- Fiscal Policy Analysis and Oversight
- Organizational Assessment and Monitoring
- International Inspection and Oversight
- Investigation and Operational Inspection

[Degree Requirements](#)

Students enrolled in the Public Administration-Inspector General Track are required to complete 42 course credits. Students are also required to pass the qualifying examination, which includes material associated with PAD 700, PAD 702 and PAD 705. Students are required to register for these three foundation courses within their first 15 credits of coursework, and to take the foundations examination no later than the end of the semester following completion of the three courses.

Failure to complete any of the requirements described in the paragraph above will result in a student not being permitted to register for future classes without the explicit permission of the program director.

The examination is given twice during the academic year, once in the spring and once in the fall. Fall examinations are administered in early October; spring examinations are administered in early March.

Additional information. Students who enrolled for the first time at the College in September 2007 or thereafter must complete the program in the form presented in this bulletin. Students who enrolled prior to that date and have consistently maintained matriculation, may choose the form shown here or the version of the program in place at their time of enrollment.

Credits

Required Courses

Subtotal: 21

- Public Administration 700 Public Administration
- Public Administration 702 Human Resources Management
- Public Administration 705 Organization Theory and Management
- Public Administration 740 Public Sector Inspection and Oversight
- Public Administration 742 Public Sector Accounting and Auditing (Prerequisite: PAD 740)
- Public Administration 758 Ethics, Integrity and Accountability
- Public Administration 771 MPA Capstone Seminar

Students with an undergraduate Public Administration major and a grade point average (GPA) of 3.0 or better may request a waiver of PAD 700 from the program director. No course can be used to satisfy a foundation requirement and a specialization requirement.

Research Methods and Quantitative Skills Subtotal: 6

Students must complete a course from the following categories:

- **Research Methods**
Public Administration 715 Research Methods in Public Administration
- **Quantitative Methods and Information Management**
Public Administration 713* Management of Information and Technology
Public Administration 745 Program Development and Evaluation
Public Administration 747* Techniques in Policy Analysis
Public Administration 770* Cases and Techniques in Quantitative Policy Analysis

** There is no course prerequisite for PAD 747, PAD 770 or PAD 713. However, computer skills and experience are assumed for both PAD 770 and PAD 713. Students who need additional computer skills will be directed by the program director to other places in the College where they may be obtained. PAD 715 is a prerequisite for PAD 745.*

Specialization and Elective Courses Subtotal: 15

Students should declare their specialization upon the completion of 12 credits. Except where otherwise noted, students must complete three courses associated (listed under) with a specific specialization and two elective courses selected from courses in their particular specialization or from courses in other specializations in the MPA Program, the MPA-Inspector General Track, or as approved by the program director. These two elective courses may include PAD 780 (Fieldwork), PAD 755 (Writing for Management) and PAD 800 courses as approved by the program director. Dual specializations are permissible if the student has fulfilled the requirements of both specializations.

- **Fiscal Policy Analysis and Oversight**
This concentration prepares students for professional careers in investigating financial-related crimes. The concentration has two required courses.

Required Courses

Public Administration 701 Fraud, Waste and Corruption

Public Administration 749 Public Sector Accounting and Auditing

Electives

Criminal Justice 753 Investigating Cybercrime

Public Administration 706 Bureaupathology

Public Administration 726 The Politics and Process of Outsourcing

Public Administration 731 Oversight by Independent, Regulatory and Political Authorities

Public Administration 741 Administrative Law and Regulation

Public Administration 745 Program Development and Evaluation

Public Administration 770 Cases and Techniques in Quantitative Policy Analysis

- **Organizational Assessment and Monitoring**

This specialization prepares students to assess, evaluate and monitor the performance of public and not-for-profit agencies.

The concentration is particularly appropriate for students interested in professional careers in performance auditing and regulation. This concentration has two required courses.

Required Courses

Public Administration 714 Organizational Performance Assessment

Public Administration 745 Program Development and Evaluation

Electives

Public Administration 701 Fraud, Abuse, Waste and Corruption

Public Administration 726 The Politics and Process of Outsourcing

Public Administration 731 Oversight by Independent, Regulatory and Political Authorities

Public Administration 741 Administrative Law and Regulation

Public Administration 748 Project Management

Public Administration 749 Public Sector Accounting and Auditing II (Prerequisite: PAD 742)

Public Administration 770* Cases and Techniques in Quantitative Policy Analysis

- **International Inspection and Oversight**

This specialization examines how inspection and oversight are conducted in international and multi-national contexts. This specialization has two required courses.

Required Courses

Public Administration 718 International Public Policy and Administration

Public Administration 772 International Inspection and Oversight

Electives

Criminal Justice 744 Terrorism and Politics

Criminal Justice 759 Comparative Police Administration

Criminal Justice 774 Immigration and Crime

Criminal Justice 779 The Female Offender in Western Society

Public Administration 746 Comparative Public Administration

- **Investigation and Operational Inspection**

This specialization prepares students for responsibilities involving the investigation and inspection of individual and organization conduct and performance in public agencies, with an emphasis on fraud, waste and abuse. The specialization has two required courses.

Required Courses

Criminal Justice 754/Public Administration 754 Investigative Techniques

Public Administration 701 Fraud, Abuse, Waste and Corruption

Electives

Criminal Justice 739 Crime Mapping

Criminal Justice 751 Crime Scene Investigation

Public Administration 706 Bureaupathology

Public Administration 710 The Law of Public Employment

Public Administration 726 The Politics and Process of Outsourcing

Public Administration 745 Program Development and Evaluation
 Public Administration 749 Public Sector Accounting and
 Auditing II (Prerequisite: PAD 742)

Total: 42

Special Feature of Both Tracks

Both tracks of the Master of Public Administration Program are also offered through an extension program at the campus of the U.S. Military Academy at West Point, which is north of the New York City metropolitan area. Military personnel and their family members, as well as civilians, are eligible to attend courses at this location. For further information about this program, contact the Program Administrator **845.446.5959** or Professor Jay Hamilton **212.237.8093**

Advanced Certificate in Forensic Accounting

Director: Professor Randall LaSalle

The educational goal of the Advanced Certificate Program is to prepare students for professional careers in accounting with special focus on the investigation of fraud. The curriculum is designed to meet the content standards of the Association of Inspectors General, and the coursework requirements of CPA 150.

Admissions and Curriculum Summary

The Advanced Certificate Program is articulated with the Inspector General track of the Master of Public Administration Program. The following is a summary of the curriculum

- To be admitted to the Advanced Certificate Program, students must have completed 15 credits of coursework in the MPA Program with an average of 3.2 or better.
- Applicants must hold a bachelor's degree in accounting or the equivalent from an accredited college or university, including 24 undergraduate credits in accounting and 18 undergraduate credits in general business electives.
- Within the certificate program, four courses are required that focus on accounting with emphasis on forensic accounting aspects of professional practice.
- Two of the above courses from the certificate program may be transferred to satisfy requirements in the Inspector General track of the Master of Public Administration Program.
- Students must complete the Fiscal Policy Analysis and Oversight Concentration of the MPA Program, including several particular courses that are pre-requisites or co-requisites to the certificate program.
- Each student who is admitted to the Advanced Certificate Program will be provided an Official Program of Study, signed by the MPA Inspector General Program Director, the Advanced Certificate in Forensic Accounting Director,

and the Director of Graduate Admissions, specifying the student's program requirements, and specifying how the student's course of study satisfies the CPA150 requirements.

Students completing the Advanced Certificate Program will have achieved, based on required certificate courses along with required prerequisite and co-requisite courses, the required accounting academic qualifications for admission to the CPA examinations in New York State.

Admission Requirements

To be admitted to the Advanced Certificate Program, students must have completed 15 credits of coursework in the MPA Program with an average of 3.2 or better. In addition, applicants must hold a bachelor's degree in accounting or the equivalent from an accredited college or university, including 24 undergraduate credits in accounting and 18 undergraduate credits in general business electives.

Certificate Requirements

Students must complete the following four courses for a total of 12 course credits.

Accounting 701 Analytical Methods in Inspection and Oversight
30 hours plus conferences, 3 credits

Accounting 705 Forensic Accounting and Auditing
30 hours plus conferences, 3 credits

Accounting 710 Advanced Financial Reporting and Analysis
30 hours plus conferences, 3 credits

Accounting 720 Advanced Auditing with Analytical Applications
30 hours plus conferences, 3 credits

Two of the above courses can be transferred to the MPA Program and count toward program requirements. ACC 71x Advanced Financial Reporting can be substituted for PAD 742 and ACC 7xx Analytical Methods can be substituted for PAD 747 to satisfy the Research Methods and Quantitative Skills requirement.

In addition, the student must complete the Master of Public Administration Program and the Fiscal Policy Analysis and Oversight concentration. To complete the Fiscal Policy Analysis and Oversight concentration, students must include the following courses:

Fiscal Policy Analysis and Oversight Concentration

Accounting 703 Advanced Taxation
30 hours plus conferences, 3 credits

Accounting Strategic Cost Management
30 hours plus conferences, 3 credits

Each student who is admitted to the Advanced Certificate Program will be provided an Official Program of Study, signed by the MPA Inspector General Program Director, the Advanced Certificate in Forensic Accounting Director, and the Director of Graduate Admissions, specifying the student's program requirements, and specifying how the student's course of study satisfies the CPA 150 requirements.

Summary of Graduation Requirements

The student graduates with the Master of Public Administration degree upon completion of the requirements for the MPA Program with the concentration in Fiscal Policy Analysis and Oversight.

BACCALAUREATE/MASTER'S DEGREE PROGRAM

The Baccalaureate/Master's Degree Program (BA/MA) provides academically advanced students the opportunity to pursue baccalaureate and master's degrees at the same time. The program 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 students 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 require the completion of 137 and 134 credits respectively.

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 grade point average (GPA) of 3.5 or better. 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, two letters of recommendation from faculty members, 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 webpage at (www.jjay.cuny.edu/bama).

Transfer students must first establish the 3.5 GPA, over 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 webpage. Updated information about the BA/MA Program will be posted periodically on the webpage.

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

Combined degree program requirements: Baccalaureate/Master's Programs	Credits
<ul style="list-style-type: none"> • <i>MA in Criminal Justice</i> BA in Criminal Justice BS in Criminal Justice BS in Criminal Justice Administration and Planning BS in Police Studies 	30–36
<ul style="list-style-type: none"> • <i>MA (Forensic Psychology)</i> BA in Forensic Psychology 	42
<ul style="list-style-type: none"> • <i>MPA (Public Administration)</i> BS in Criminal Justice Administration and Planning BA in Public Administration 	42

For additional information, contact Professor Chitra Raghavan, Director of the BA/MA Program, **212.237.8417**
e-mail: 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.

ADMINISTRATION OF THE GRADUATE PROGRAM

212.237.8423

The Dean of Graduate Studies chairs the Committee on Graduate Studies. The committee consists of the following members: Dean of Graduate Studies, Dean of Students, Vice President for Enrollment Management, graduate program directors, BA/MA Director, Chief Librarian and two graduate student representatives.

The Committee is responsible for establishing general policy for the graduate programs, subject to review by the College Council. The Committee has primary responsibility for admissions, curriculum, degree requirements, course and standing matters, periodic evaluation of the graduate program, and for other areas of immediate and long-

range importance to the quality and growth of graduate study. The Committee is also responsible for advising on all matters relating to graduate student honors, prizes, scholarships and awards.

Because of their interdisciplinary character, the graduate programs are not administered by individual departments. Instead, each program is administered by a graduate program director. The program directors are also the academic advisers for graduate students.

The Dean of Graduate Studies is the principal administrative officer of the Office of Graduate Studies. Graduate students may meet with the Dean of Graduate Studies to discuss academic or other matters *after* they have consulted with their respective program director.

Course Offerings and Availability

All courses listed in this bulletin are scheduled to be offered during the 2010-2011 academic year. Dates indicated for course offerings are dependent upon sufficient student registration, availability of faculty and financial constraints. For the most up-to-date listings, please consult the online schedule of classes.

IMPORTANT NOTICE OF POSSIBLE CHANGES

The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic program and requirements of the University and its constituent colleges without notice. Tuition and fees set forth in this bulletin and on the website are similarly subject to change by the Board of Trustees of the City University of New York. The University regrets any inconvenience this may cause.

Such changes may have been made after this bulletin was published and subsequently could not be incorporated. For the most up-to-date version of the John Jay College Graduate Bulletin, please click on "Academics" at the John Jay website located at www.jjay.cuny.edu.

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

Code	Degree	Title
0799	BS	Computer Information Systems in Criminal Justice and Public Administration
0799	MS	Forensic Computing
1502	BA	English
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	Humanities and Justice
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/Criminal Justice
2105/2105	BS/MA	Criminal Justice/Criminal Justice

HEGIS

Code	Degree	Title
2105/2105	BS/MA	Criminal Justice Administration and Planning/Criminal Justice
2105/2105	BS/MA	Police Studies/Criminal Justice
2105	MA	International Crime and Justice
2105	BA	International Criminal Justice
2199	BS	Legal Studies
2204	BS	Economics
2205	BA	Global History
2207	BA	Political Science
2207	BA	Judicial Studies (no longer admitting students)
2299	BA	Culture and Deviance Studies
2209	BA	Criminology
4903	BA	Gender Studies
5505	AS	Criminal Justice (no longer admitting students)
5505	AS	Correction Administration (no longer admitting students)
5505	AS	Security Management (no longer admitting students)
5505	AS	Police Studies (no longer admitting students)
5505	Cert.	Certificate in Dispute Resolution

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

HEGIS

Code	Degree	Title
2105	MPhil	Criminal Justice
2105	PhD	Criminal Justice
2099	PhD	Forensic Psychology

2 GRADUATE COURSES OFFERED

NOTES:

CROSS-LISTING OF COURSES:

A graduate course that is cross-listed (e.g., CRJ/PAD 754: Investigative Techniques also listed as PAD /CRJ 754) is actually the same course.

STATISTICS:

Knowledge of statistics is a prerequisite for CRJ 715, PSY 715, or PAD 715, one of which is required of all MA and MPA candidates.

Graduate students without a background in statistics must either take an undergraduate statistics course at John Jay or elsewhere (pass/fail) or pass a qualifying examination administered by the program director. (the Master of Arts in International Crime and Justice Program does not contemplate the possibility of a qualifying exam.)

COURSES AT OTHER CUNY CAMPUSES:

Additional graduate courses in virtually every discipline are available to John Jay students at the other senior colleges of the City University of New York. Students should consult the graduate bulletins of the City, Hunter, Brooklyn, Queens, Baruch and Lehman Colleges and the bulletin of the Graduate School and University Center.

EXPERIMENTAL COURSES:

800-level courses are offered on an experimental basis.

The following courses are expected to be offered during the 2010-2011 academic year. However, students should note that course offerings are dependent upon sufficient student registration, availability of faculty, and financial constraints.

CRIMINAL JUSTICE

Sociology of Crime

CRJ 701

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

Analyzes the social origins of criminal behavior and the impact of crime on society. Examines the various categories of deviant, delinquent and criminal behaviors, and explores attempts to control such behavior socially and legally. Focuses on connections between social institutions, social problems and illegal activities, and the response of the public to the threat of crime.

Advanced Penology

CRJ 703

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

Looks at the development of ideologies pertaining to the punishment of offenders. Explores the rationales for imprisonment, including deterrence, retribution, incapacitation and rehabilitation. Delves into alternatives to incarceration and evaluates recommendations for penal reform.

Prerequisites: An undergraduate course in both criminology and penology, or permission of the instructor

Probation and Parole: Theory and Practice

CRJ 704

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

Examines the rationales for and the methods of supervising convicted offenders within communities. Considers problems arising in pre-sentence investigations, case-load assignments, providing support services and facilities, revocation hearings, predicting future behavior and coordinating with other social control agencies.

Prerequisite: An undergraduate course in criminology, or permission of the instructor

Law, Evidence and Ethics

CRJ 708

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Examines the rules of evidence followed in criminal investigation, criminal trials and administrative proceedings. Pays special attention to the methods and ethical obligations of government agents assigned to gather evidence.

Issues in Criminal Justice I: Criminology and Criminal Law

CRJ 710

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Begins an overview of the operations and problems of the criminal justice system. Examines crime statistics, the causes of crime and other issues of concern to criminologists. Highlights the role of the courts and the legal constraints derived from the Constitution on arrest, prosecution and conviction.

Issues in Criminal Justice II: Police and Corrections

CRJ 711

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Continues the overview of the criminal justice system. Focuses on the police and other law enforcement agencies and the process of arrest. Explores issues in corrections, especially imprisonment and alternatives to incarceration, including probation and parole.

Sex Crimes

CRJ 712

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

Develops a sociological and legal understanding of sex crimes. Addresses the theoretical explanations for sexual offending and the policies mandating treatment for offenders living in the community. Analyzes legislation related to sex offenders and the constitutional legitimacy of this legislation. Examines the difficulty in balancing

the rights of the offenders and rights of the community, as well as what forms of community protection are viable for these offenders.

White Collar Crime

CRJ 713

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

Employs both the social science and legal approaches to examine crime committed by corporations as well as by individuals who wear white collars; covers 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.

Social Aspects of Alcohol and Drug Use

CRJ 714

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

Explores the social dynamics of alcohol, narcotics, and other types of drug use and abuse. Examines research into the causes, epidemiology, and effects of use and abuse. Surveys the laws controlling psychoactive substances and the strategies designed to discourage experimentation, recreational use and addiction. Investigates the effectiveness of current prevention and treatment programs.

Research Design and Methods

CRJ 715

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Presents the nature of the research process and guidelines for formulating research questions and testable hypotheses. Reviews the methods of operationalizing variables and indicators and collecting data, including designing experiments and carrying out surveys. Explains data analysis strategies leading to a written report.

Prerequisite: An undergraduate course in statistics, or its equivalent with permission of the program director. Substitution: PAD 715 with permission of the program director.

Using Computers in Social Research

CRJ 716

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
 Introduces the use of software programs to search for relationships and patterns in data sets, and to calculate the statistics needed to draw interpretations and conclusions in research reports.

Prerequisite: CRJ 715 (Research Design and Methods) or ICJ 715 (for MA in International Crime and Justice students)

Capital Punishment

CRJ 725

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)
 Examines the controversies surrounding capital punishment from two different interdisciplinary perspectives. Explores major issues and areas of concern that are theoretical, philosophical and empirical. Reviews the pros and cons of executing offenders and re-creates the contemporary public debate for the benefit of students.

Cybercriminology

CRJ 727/FCM 727

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
 An exploration of the links between computers, deviance and social control. This will include analysis of the technological, social and geo-political context from which cybercrime and information warfare have emerged and the nature, extent and causes of digital deviance, such as hacking and cyberterrorism. Societal and political reactions to cybercrime are considered, as are social policy questions of privacy and freedom on the Internet.

Prerequisite: CRJ 710

Problems in Contemporary Corrections

CRJ 728

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)
 Analyzes selected problems currently confronting corrections professionals in both institutional and community settings. Considers issues such as overcrowding, excessive costs, ineffective programs, corruption, brutality, escapes, inmate violence and uprisings, and corrections officer professionalism.

Drugs, Crime and the Criminal Justice System

CRJ 729

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
 Focuses on the nature and scope of the relationship between drugs (including alcohol) and crime and violence, and the effect of drug legislation on the criminal justice system. Examines literature on the drugs-crime relationship and explores various approaches to collecting data.

Policy Analysis in Criminal Justice

CRJ/PAD 730

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
 Offers an introduction to policy analysis and criminal justice planning. Explains how to assess proposals intended to solve problems encountered in policing, adjudication and corrections.

Prerequisite: CRJ 715 or PAD 715

The Constitution and Criminal Justice

CRJ 733

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)
 Provides an intensive review of recent landmark Supreme Court decisions that interpret Constitutional guarantees and limit government actions. Examines problems of reconciling individual rights with societal concerns about safety and crime prevention.

Criminal Law

CRJ 734

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
Considers selected issues in substantive criminal law, including the bases of culpability, burdens of proof, evidentiary standards, rationales for punishment and defenses such as justification, insanity and duress.

Seminar in Civil Rights and Civil Liberties

CRJ 736

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)
Analyzes the conflicting group interests that arise around issues such as freedom of speech and assembly, church-state relations and equal treatment before the law for members of minority groups.

Perspectives on Race and Crime in America

CRJ 738

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
Examines the controversies between race and crime in America, now and in the past. Discusses the competing definitions of race, crime and violence. Investigates the legacy of slavery and the impact of restrictive immigration laws.

Crime Mapping

CRJ 739

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)
Explores the theory and practice of crime mapping. Demonstrates how mapping of crime patterns can assist in the explanation of crime. Illustrates how this understanding is vital for designing and implementing effective programs of crime prevention, problem solving and community policing. Discusses the major theories of criminal events, which are crucial for interpreting crime patterns. Introduces state-of-the-art mapping techniques and provides experience in the use of mapping software.

Terrorism and Politics

CRJ 744

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
Discusses the history of terrorism, especially since the French Revolution; its evolving definition and how it relates to state violence; and its protean contemporary forms. Examines topics including the attacks on the World Trade Center, Middle Eastern terrorism from the Palestinian Hamas movement and Israeli religious violence to state terrorism in countries such as Iraq; right-wing terrorism in this country (Oklahoma City); the case of Shoko Asahara's fanatical Japanese group, Aum Shinrikyo; and the specific threat of terrorists using weapons of mass destruction. Develops a global perspective in raising comparative questions about terrorism.

Terrorism and Apocalyptic Violence

CRJ 746

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)
Examines the new, apocalyptic or world-ending violence that reached American shores in its most tragic form on September 11, 2001. Discusses the history of apocalyptic movements (such as the Crusades); of violent cultic groups from the Middle Ages to the contemporary world (such as Jim Jones); of fundamentalism in the major religions of the world and how and why it so often gets connected to terrorism; and of the way nuclear, biological and chemical weapons have changed our psychological landscape.

Computer Applications in Public Policy and Management

CRJ/PAD 747

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
Focuses on the role of quantitative skills in decision making and operations with substantial emphasis on the use of the computer as such a tool. Examines the impact of computers on organizations and employees. Surveys the concepts and techniques associated with

computer-aided decision making and management. Presents cases that apply quantitative skills to problem solving and policy making.

Punishment and Responsibility

CRJ 749

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
 Concentrates on questions of personal blame and individual, moral and legal accountability. Reviews the implications for criminal and civil liability of key concepts such as free will, voluntary action, omission, negligence, recklessness, compulsion, insanity and excuse. Seeks guidance from penal and civil codes, judicial decisions, legal doctrines and philosophical perspectives.

Security of Information and Technology

CRJ/PAD 750

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
 Surveys organizational responses to situations that compromise the integrity of information and technology. Reviews the legal basis for privacy and security of information and related technology. Presents methods and procedures for assessment of risk, and examines strategies for mitigation of risk involving operational procedure, software and hardware, and building systems.

Crime Scene Investigation

CRJ 751

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
 Analyzes issues related to the investigation of crime scenes. Reviews the legal rules, derived from the Fourth Amendment and the laws of evidence that investigators must master in order to maintain the legal integrity of the crime scene search and that of any evidence seized during the crime scene investigation. Examines, in depth, the scientific principles and procedures essential to thorough, effective handling of physical evidence at a crime scene investigation. Discusses specific types of evidence including fingerprints, firearms evidence, arson evidence and DNA evidence.

The Law and High Technology Crime

CRJ/FCM 752

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS.
 (OFFERED SPRING SEMESTER)

Supervised fieldwork on a forensic computing case or a computer security problem, sometimes with the participation of program faculty. The fieldwork is complemented with a biweekly seminar corporate partner of the graduate program. Students are assigned to work with either an agency or corporate partner of the graduate program.

Prerequisites: Successful completion of FCM 753, FCM 760, and the forensic computing qualifying examination

Investigating Cybercrime

CRJ 753

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
 Study of the legal, ethical and organizational issues, as well as investigative techniques associated with forensic computing cases. The various organizational models used in computer crime investigations and transnational cooperation are considered.

Prerequisites: CRJ 708 and CRJ 727

Investigative Techniques

CRJ/PAD 754

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
 Focuses on the discovery and documentation of corrupt practices in politics and administration. Provides an overview of the public employee's obligations and rights and of the laws and regulations governing criminal investigations. Illustrates themes with case studies of white collar crimes and scandals involving public officials.

Writing for Management

CRJ/PAD 755

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
 Designed to develop the writing skills needed for public service and administration as well as for graduate-level seminars. Training and practice in management correspondence, proposals, directives, reports, abstracts and job applications.

Problems in Police Administration

CRJ 756

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
 Considers the major issues confronting administrators of large urban police departments, such as professionalism, recruitment, selection, training, deployment, innovation, evaluation, and charges of brutality, inefficiency and corruption.

Comparative Police Administration

CRJ 759

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
 Compares and contrasts law enforcement in the United States with police systems in selected countries. Notes similarities and differences in administration, organization, principal functions and objectives. Considers the nature of governmental control and oversight, and the relationship between the police and the public.

History of Police Administration

CRJ 760

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
 Traces the development of the police from the early 1800s up to the present. Identifies the theoretical perspectives, events, innovative leaders, court decisions and organizations that have shaped police administration.

Youth Crime and Delinquency Control

CRJ 761

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
 Studies the social conditions that generate delinquency and the legal practices intended to control it. Pays special attention to the interaction of the police and adolescents.

Sociology of Delinquency

CRJ 766

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
 Reviews the role-violating and law-breaking of youth by focusing on factors such as age, sex, class and social role, and on social forces such as urbanism, socialization, bureaucratization and inter-generational conflict. Examines recurring conflicts, including deviance vs. conformity, rites of passage vs. individual rights, alienation vs. commitment, confrontation vs. cooptation and passivity vs. violence.

Law and Society

CRJ 768

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)
 Examines the legal system from a sociological point of view. Looks at careers and stratification within the legal profession, the growth of bureaucratic regulations, the expanding role of the courts and the use of law to bring about change. Compares legal systems and criminal justice operations in different societies.

Deviant Behavior

CRJ 769

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
 Examines the variety of ways in which deviance is defined, sustained, responded to, tolerated, controlled and suppressed. Explores contemporary deviant subcultures centering on drug taking, sexual behavior and gang membership. Traces tendencies towards deviance

vs. conformity back to social structures, social processes and differential law enforcement.

Advanced Criminology

CRJ 770

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

Examines the historical development of criminological theories.

Considers biological, psychological and sociological explanations for illegal activities. Reviews key themes of classical, positivist and critical criminology.

Victimology

CRJ 778

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

Examines patterns and trends in victimization. Identifies the categories of people facing the greatest risks and assesses victim-blaming arguments that invoke facilitation, precipitation and provocation. Analyzes the handling of street crime victims by the criminal justice system and explores new rights pledging fair treatment, empowerment in decision making, restitution and compensation.

The Female Offender in Western Society

CRJ 779

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

Presents theories and research findings that view female criminality as a problem distinct from male criminality. Explores the treatment of female suspects, defendants and convicts by criminal justice officials and agencies.

Fieldwork

CRJ/PAD 780-781

150 HOURS PER SEMESTER, 3 CREDITS. (OFFERED EVERY SEMESTER)

Provides a supervised placement in an appropriate agency, reinforced by a weekly seminar on campus. Integrates the internship experience

with the discipline's literature assigned for classroom discussion.

Examines the similarities and differences between internship positions at group seminars. Offers a variety of patterns of involvement in terms of hours, location, and nature of responsibility and work. Requires 150 hours per semester, including seminar sessions.

Crime and the Media

CRJ 783

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Explores the media's coverage of crime and justice institutions and how this affects the public's perception of crime and the justice system. Historical, social and cultural perspectives will be considered. Students will become familiar with criminal justice websites and will write news articles based on facts patterns identical to those journalists might use in writing their stories.

Organized and Transnational Crime

CRJ 784

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Students will become familiar with the language, issues and methods of organized crime as well as the responses that officials can undertake in combating it. Explores definitional and theoretical questions along with history and the businesses — both past and present — of American organized crime as well as more recent forms of transnational crime. Also examines the connection between organized crime and terrorism.

The American Jury

CRJ 785

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

The American jury examines the distinctively American ideal of citizen participation in the judicial process and the practical problems that arise when some of society's most momentous decisions are entrusted to an ad hoc group of ordinary citizens. Considers, among

other topics, whether jury trials provide a sound method for establishing the truth; whether politics, economics and publicity influence jury trials; whether juries should acquit offenders to nullify laws; whether current sixth amendment case law adequately protects against biased selection of jurors.

Prerequisite: CRJ 710

Problem-Oriented Policing

CRJ 786

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

This course focuses on the theory and practice of problem-oriented policing. Distinguishes problem-oriented policing from other forms of community policing and explains how problem solving fits in with other aspects of police work. Examines the underlying principles of problem-oriented policing and notes how police and the community work together, utilizing a consistent process of scanning, analyzing, responding and assessing in resolving local problems.

Prerequisites: CRJ 710 and CRJ 715

Criminal Justice Thesis Prospectus Seminar

CRJ 791

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Assists in the identification and delineation of researchable topics with suggestions for appropriate methodologies. Reviews the process of writing scholarly and research reports, library research and documentation styles for those who have chosen the thesis option to complete the requirements for the master's degree. Leads to the development of a thesis prospectus.

Prerequisites: A grade of A or A- in CRJ 715 (Research Design and Methods) and permission of the program director

Comprehensive Review

CRJ 793

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Presents a series of weekly guest faculty lecturers who review the key concepts and major areas of criminal justice. Provides the recommended (but not required) preparation for the end of the term comprehensive examination for those who have chosen the exam option to complete the requirements for the master's degree.

Prerequisite: Completion of 30 credits of graduate coursework

Homeland Security and International Relations

CRJ 796

30 HOURS PLUS CONFERENCES 3 CREDITS. (OFFERED EVERY SEMESTER)

The premise of this course is that "homeland" security begins abroad, as the various tasks of securing the territorial United States draws the U.S. Government into cooperative relationships with other states, as well as regional and international organizations. The course begins with a survey of theories of international cooperation, as well as a review of social science methodologies for analyzing and comparing states' efforts to achieve homeland security. The course then covers a wide range of policy domains within the rubric of "homeland security," including maritime security, aviation security, passport security, immigration and border control, and measures to secure WMD materials, among others. The emphasis throughout is on the international aspects of homeland security policy. Students are also encouraged to compare the U.S. approach to homeland security with that taken by other states. The course concludes with a critical review of the development and implementation of homeland security policy, in the U.S. and abroad.

Homeland Security and Terrorism

CRJ 798

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

This class offers analysis of political, legal, historical, social, cultural, economic, and logistical issues that affect current concerns in the protection and management of homeland security. Students will gain understanding and identify major facts, strategies, personalities, and movements in approaching terrorism and homeland security.

FORENSIC COMPUTING

Theoretical Foundations of Computing

FCM 700

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

The theoretical foundations of computing and systems analysis are discussed. Topics include combinatorial and counting methods, graph theory, recurrence relations, theory of computation and complexity analysis. Examples concerning the modeling and analysis of networks, routing protocols, scheduling problems, and algorithm and software complexity are used to illustrate the principles involved.

Prerequisite: Undergraduate entrance requirements

Mathematical Statistics for Forensic Scientists

FCM/FOS 705

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS.
(OFFERED SPRING SEMESTER)

This course is a calculus-based course intended to provide a solid understanding of probability and mainstream statistical techniques for research and professional applications in the field.

Prerequisite: One year of undergraduate calculus

Architecture of Secure Operating Systems

FCM 710

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

The design, implementation and administration of modern operating systems are reviewed. Topics covered include concurrent execution, process and memory management, local and networked file systems. Security models, access control mechanisms and security enhanced versions of current operating systems are discussed.

Prerequisite: Undergraduate entrance requirements

Cybercriminology

FCM/CRJ 727

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

An exploration of the links between computers, deviance and social control. This will include analysis of the technological, social and geo-political context from which cybercrime and information warfare have emerged and the nature, extent and causes of digital deviance, such as hacking and cyberterrorism. Societal and political reactions to cybercrime are considered, as are social policy questions of privacy and freedom on the Internet.

Prerequisite: FCM 710

Data Communications and Forensic Security

FCM 740

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

Study of the problems of securing, monitoring and investigating the content of private data communications. Issues considered include such topics as securing and monitoring private data exchanges over the Internet or between systems, vulnerabilities of communications protocols and media, cryptography and steganography.

Prerequisites: FCM 700, FCM 710, and FCM 742

Network Security

FCM 742

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

Fundamentals of computer networks and distributed processing.

Network security policy, risk assessment and management, and protocols for secure network infrastructures are emphasized.

Prerequisite: Undergraduate entrance requirements

Network Forensics

FCM 745

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

Concerns the forensic security issues related to access to data stored on computer systems and the transmission of data between systems.

Topics include detecting and monitoring intrusions of networks and systems, authentication protocols, viruses and worms and management of intrusion response teams. The course includes laboratory work such as attack and defend exercises.

Prerequisites: FCM 700, FCM 710, and FCM 742

The Law and High Technology Crime

FCM/CRJ 752

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS.

(OFFERED SPRING SEMESTER)

A survey of basic constitutional and statutory issues pertaining to high technology crime and its investigation. Special attention is paid to the rules of evidence as they apply to electronic or digital evidence, the role of expert witnesses, and the laws and regulations governing electronic surveillance.

Digital Forensic Applications

FCM 753

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS.

(OFFERED FALL SEMESTER)

Intensive application of computer and network forensics in simulated casework along with critique of actual cases. Includes design of a digital forensics lab, forensic analysis, preparation of case reports and expert testimony.

Prerequisites: FCM 752, FCM 760, and FCM 742

Forensic Management of Digital Evidence

FCM 760

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

Students are introduced to information systems used in forensic computing and the methods for analyzing the information exposed by these systems. Emphasis will be on technology permitting the retrieval, preservation and analysis of computer data that might be used in potential legal cases. Among the topics studied are evidence collection and preservation, data copying, data warehousing and data mining, probability and statistics methods, classification, prediction and cluster analysis.

Prerequisite: Undergraduate entrance requirements

Capstone Seminar and Fieldwork

FCM 780

200 HOURS PER SEMESTER WITH BIWEEKLY SEMINAR, 3 CREDITS.

(OFFERED AS AN INDEPENDENT STUDY, CONTACT DEPARTMENT.)

Supervised fieldwork on a forensic computing case or a computer security problem, sometimes with the participation of program faculty. The fieldwork is complemented with a biweekly seminar corporate partner of the graduate program. Students are assigned to work with either an agency or corporate partner of the graduate program.

Prerequisite: Successful completion of FCM 753, FCM 760, and the forensic computing qualifying examination

Management of a Digital Forensics Lab**FCM 785**

150 LAB HOURS WITH CONFERENCES, TO BE ARRANGED, 3 CREDITS.
(OFFERED SPRING SEMESTER)

Training and practice in the management and operation of a digital forensics lab.

Prerequisite: Permission of the co-directors

Forensic Computing Prospectus Seminar**FCM 791**

30 HOURS PLUS CONFERENCES, 3 CREDITS.
(OFFERED AS AN INDEPENDENT STUDY, CONTACT DEPARTMENT.)

Assists in the identification and delineation of researchable topics.

Provides an introduction to scholarly and research report writing, library research, and documentation styles and techniques.

Development by the end of the semester of a thesis prospectus.

Prerequisite: Permission of the program director

**FORENSIC MENTAL HEALTH
COUNSELING****Mental Health Professionals, Social Science and the
Law****PSY 700**

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Reviews the various areas, and ways, in which mental health issues interact with the law and, in particular, the criminal justice system.

Explores topics such as mental health testimony; civil commitment; the rights of mental patients; competency to stand trial; the insanity defense; the antisocial personality; child custody disputes and determinations. Considers the utility and the limitations of mental health expertise in relation to the legal system.

Psychology of Criminal Behavior**PSY 701**

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Focuses on the major theories of criminal and aggressive behavior.

Viewpoints from cognitive, psychodynamic, behavioral, social learning, descriptive and developmental theorists are discussed and compared with current classification systems. Case examples are used to illustrate the various theories. If time permits, selected specialized topics may be considered including alcohol and crime, sex crimes, juvenile delinquency, and women and crime.

Suggested prerequisite: PSY 745

Violence and Aggression**PSY 703**

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Critical evaluation and examination of violence and aggression, their origins and determinants, and their impact on the individual and society. Application to forensic issues will be emphasized through the liberal use of clinical and research material.

Victimology**PSY 705**

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Presents an intensive study, both theoretical and clinical, of the victim. Concentrates on community attitudes towards victims, the interaction of the victim with the criminal justice system and programs for psychological rehabilitation of the victim.

Counseling and Rehabilitation of the Offender**PSY/CRJ 707**

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER.)

Reviews the wide gamut of approaches to the treatment and rehabilitation of offenders in the context of the various goals of offender dispositions. Surveys the contexts of offender treatment

through the criminal justice system, with particular emphasis on prisons, jails, halfway houses and special treatment programs. Debates issues such as mandatory vs. voluntary treatment, confidentiality, and the agency and the individual client. Reviews the range of therapeutic and other interventions utilized in dealing with offender populations, with attention to evaluations of their effectiveness.

Crisis Intervention and Short-term Counseling

PSY 708

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Considers crisis intervention as a system for dealing with emotional upheavals with particular application to such police problems as dealing with family disputes, suicides, hostage situations and conflicts of police personnel. Approaches to short-term counseling utilize case studies and field trips, as appropriate.

Recommended prerequisite: PSY 745 is recommended

Alcoholism and Substance Abuse

PSY 714

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Examines principles for alcoholism and substance abuse counseling. Techniques for assessment are outlined. Current treatment models are reviewed. The special issues of counseling for alcoholics and substance abusers, including transference and countertransference problems, forming the therapeutic alliance and concurrent diagnoses are the major topics of the course.

Research Design and Methods

PSY 715

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Presents the nature of the research process and guidelines for formulating researchable questions and testable hypotheses. Reviews the methods of operationalizing variables and indicators, and

collecting data, including designing experiments and carrying out surveys, and evaluating programs. Explains data analysis strategies leading to a written report.

Prerequisite: An undergraduate course in statistics

Assessment and Counseling of the Juvenile Offender

PSY 716

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Addresses the factors leading to the causes, assessment, classification and treatment of juvenile delinquency. Examines cognitive, behavioral, psychodynamic and developmental approaches, emphasizing neurotic, constitutional and psychopathological factors contributing to delinquency. Reviews the major counseling approaches, with relevant case studies presented for illustrative detail. Analyzes legal and institutional responses to juvenile crime from the various theoretical perspectives. Discusses the role of the mental health professional in the juvenile justice system.

Social Science Evidence in Court

PSY 718

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

This course will focus on the ways in which social science information is being used in court. The course will examine the empirical issues raised in criminal law, tort law, trademark law, etc. The use, misuse and nonuse of social science information in court will be considered.

Social Psychology and the Legal System

PSY 720

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Applies social science knowledge to the criminal and civil justice systems. Places special focus on topics such as social psychology of justice institutions, environmental social science, socialization into

roles and identity, collective behavior, research on juries, attitude formation and change, and criminal identification.

Evaluation and Counseling of the Sex Offender

PSY 722

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

This course will focus on the dilemmas facing mental health professionals in evaluating and treating sex offenders. Students will learn about the assessment and treatment of interpersonal and intrapsychic dynamics of such offenders. This will include such issues as the common cognitive distortions used by offenders, deviant arousal patterns, risk assessment and relapse prevention techniques.

Mental Health Issues in Policing

PSY 726

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

The focus of the course is on using mental health principles, research and clinical experience to gain an in-depth understanding of important topics within the field of policing including: the personality of police officers, police stress, police suicide, police selection, counseling techniques, and services to police officers and agencies.

Eyewitness Identification

PSY 727

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

Examines selected recent and current research on eyewitness performance including research on the effects of witness and crime characteristics. Particular emphasis is given to the impact on witness errors of police identification procedures such as methods of foil selection, mug shots, show-ups, photo arrays and lineups, and alternative methods for presenting lineups to witnesses. Attention is also given to the strengths and weaknesses of alternative eyewitness research methods including laboratory and field experiments and archival studies.

Terrorism

PSY 729

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

This course will consider the definition and various forms of terrorism, as well as the strengths and weaknesses of terrorism typologies. Various forms of political, religious and cultural terrorism will be examined, as well as their causes. Learning theory, psychodynamic theory and other theoretical constructs will be considered for their salience in helping to reach an understanding of terrorism from a mental health perspective.

Ethical Issues in Forensic Mental Health

PSY 730

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Forensic clinicians encounter ethical conflicts and dilemmas when called upon to function in the legal system either as evaluators or as expert witnesses. This course will focus on ethical, legal and professional controversies, methods for analyzing these ethical dilemmas and attempts to resolve such conflicts. Areas to be considered include: role of the expert witness; standards of practice in forensic mental health; addressing the "ultimate issue:" protecting the constitutional rights of criminal defendants; evaluating competency to be executed; confidentiality and duty to protect; right to refuse and consent to treatment; research and the role of amicus curiae briefs; and the forensic clinician versus the media.

Human Growth and Development

PSY 731

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

This course traces human development throughout the life span, including prenatal, infancy, toddlerhood, childhood, adolescence and adulthood. The goal of the course is to develop a clear picture of observable developmental milestones for each era, within the traditional domains of behavior (i.e., cognitive, social/relational, emotional, motivational and physical/biological). In addition, issues related to the relationship between developmental issues and

forensics will be emphasized, including attachment, as it relates to the development of conscience and self control; risk and preventive factors as they relate to the development of violent lifestyles; and delinquent and criminal career transitions in the adolescent and adult life cycle.

Criminal Psychological Assessment

PSY 734

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

This course will consider current forensic assessment issues associated with relevant issues in criminal forensic assessment. Students will learn to administer, score and interpret selected forensic assessment instruments. Such tests will involve the measurement of risk assessment, competency, mental state at the time of offense, psychopathy and malingering.

Prerequisites: PSY 700 and PSY 745

Descriptive and Statistical Data Analysis in Psychology

PSY 737

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

This course introduces the use of SPSS and other computer software to manage and manipulate data sets, produce descriptive statistics, graphs, or other output that appropriately summarize patterns and relationships in the data, and produce inferential statistics that appropriately test hypotheses and support substantive interpretations and conclusions. Inferential statistics include bivariate and multivariate models.

Prerequisite: PSY 769

Advanced Research Methods

PSY 738

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

This course addresses advanced issues in conducting research in forensic mental health, including experimental and non-experimental research design and methods, theory development and the conceptualization of research problems, the formation of testable hypotheses and the use of statistics, operationalizing and measuring variables, ethical issues, analysis and interpretation of findings, and the development of a research proposal. These issues will be considered in the context of readings and presentations related to current forensic psychology faculty research.

Prerequisite: PSY 715

Clinical Crime Scene Analysis

PSY 739

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

This course is a research practicum in crime scene analysis. Studies will review FBI files and code data relating to crime scene variables. Students will be expected to develop their own hypotheses about criminality through the research and class discussion.

Theories of Personality and Counseling

PSY 741

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Critically examines and compares the major personality theories and their implications for counseling. Readings from original sources emphasize scientific research and professional research generated by cognitive, psychodynamic and learning theorists.

Family Violence and Disputes

PSY 742

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Explores the psychopathology and dynamics of child abuse, spouse abuse, incest and other forms of intrafamilial violence that frequently come to the attention of the legal system.

Psychopathology

PSY 745

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Evaluates the theoretical and practical considerations involved in the etiology, symptomatology and dynamics of personality deviation and emotional disorder. Provides an intensive study of case material appearing in the scientific and professional literature.

Empirical Profiling Methods

PSY 746

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

This course will deal with advanced issues relating to the empirical and scientific study, development and evaluation of offender profiling as an applied method for use in police investigations. The main psychological principles upon which offender profiling is based will be outlined, including classification of criminal behavior, and behavioral change and consistency. The course will further build on this by focusing on methodological questions relating to classifying crime scene behaviors, linking behavioral types to offender characteristics, and linking serial offenses.

Empirical Crime Scene Analysis

PSY 748

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

This advanced level course introduces students to empirical methods of crime scene analysis and profiling research, using the FBI crime files held at John Jay. Students will learn how to develop the theoretical knowledge of profiling, learned in PSY 821, into applied research. The course will take them through the process of

completing a publication-level research project from start to finish.

This is a time-intensive course, which will consist of some lectures, student-led group research and regular meetings to discuss progress.

Prerequisites: PSY 715, PSY 737 and PSY 821

Intellectual and Cognitive Assessment

PSY 751

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Provides practical experience in the evaluation of cognitive and intellectual functioning in children, adolescents and adults. Focuses on the administration, scoring and interpretation of instruments such as the WAIS-R, the WISC-R, the WPPSI and the Stanford Binet. Discusses general issues such as the nature of human intelligence and its measurements with explicit linkage to issues in forensic mental health.

Prerequisite: PSY 745

Projective Personality Assessment

PSY 752

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Provides advanced experience in the administration and interpretation of projective techniques, particularly the Rorschach test, using Exner's Comprehensive System. The TAT, figure drawing and other tests may also be considered. Surveys the scientific literature relating to projective measures on personality. Forensic applications of such personality measures are discussed.

Prerequisite: PSY 745

Objective Personality Assessment

PSY 753

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Provides advanced experience in the administration and interpretation of objective personality tests such as the MMPI, MCMI, CPI, etc. Surveys the literature regarding the developments and validity of

objective measures of personality. Forensic applications of objective personality measures are discussed.

Prerequisite: PSY 745

Advanced Forensic Assessment

PSY 754

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

This capstone assessment course further develops the capacity of students to perform forensic evaluations, integrating multiple sources of data, and enables the student to present the results of such evaluations in a lucid and useful manner. Focuses on detailed interpretations of representative forensic assessment protocols and case histories. Topics include: competency to stand trial; criminal insanity defenses; pre-sentencing evaluations; dangerousness; assessment of police candidates; job disability and fitness to return to full-duty status; malingering; and forensic hypnosis. Lays special emphasis on ethical standards as they relate to confidentiality, selection of testing procedures and responsibilities to the “client” as well as the role of the forensic clinician as a consultant to attorneys, judges and criminal justice personnel.

Prerequisites: PSY 700 or the equivalent; completion of either PSY 751, 752, 753, 734 or 779; and enrollment in a second assessment course

Introduction to Forensic Mental Health Counseling

PSY 755

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

This course will first explore the history and professional orientation of the counseling profession, the development of licensure laws, and the role of mental health counseling in the forensic mental health field. Next, ethical codes of the American Counseling Association and others will be considered, along with regulatory standards of professional conduct. Finally, social and cultural issues will be discussed, with particular reference to diversity issues pertaining to forensic mental health.

Clinical Instruction

PSY 758

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

This course offers the final preparation of the forensic mental health counseling student for the internship fieldwork experience. It covers the application of interviewing, testing and diagnostic skills to clinical and forensic situations; the selection and application of modalities for counseling, psychotherapy and crisis intervention; the development of skills in defining scope of practice; the theory and practice of client supervision; the development of note taking, report writing, case summary and clinical presentation skills; and the use of software and non-electronic aids in clinical practice and research. The course will combine review of texts with role-playing, and other simulated clinical presentations and assignments.

Counseling and Psychotherapy Methods

PSY 760

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Examines the techniques and processes of individual and group counseling and psychotherapy from the cognitive behavioral perspective as well as from the psychodynamic viewpoint. Particular attention will be paid to the extent to which various counseling methods are evidenced-based. An additional focus will be the study of counseling with persons suffering from DSM-IV, antisocial, narcissistic and borderline disorders, whose difficulties are of interest to the forensic clinician.

Clinical Interviewing and Assessment

PSY 761

30 HOURS PLUS CONFERENCES AND PRACTICUM, 3 CREDITS.
(OFFERED EVERY SEMESTER)

Focuses on the clinical interview as a means of gathering relevant life data, defining problems, resolving conflicts and establishing diagnoses where appropriate. Surveys the theory and use of the interview particularly as related to various counseling theories.

Interviewing for specific forensic mental health issues such as competency, insanity and dangerousness will also be discussed.

Group Dynamics and Group Treatment

PSY 765

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

Focuses on group dynamics and counseling. Topics include group formation and development; group counseling theories; composition and goals; group violence; group resistance to change; factors that facilitate positive growth within groups; groups formed for the purpose of counseling offenders; and the group dynamics of institutions designed to work with delinquent populations.

Personality Profiles of the Homicidal Offender

PSY 766

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

The goal of this course is to acquaint the student with the varying personality profiles, levels of motivation and prognoses of the homicidal offender. Homicide will be studied, not as a unitary event, but as a complex behavior with differing phenomenology, psychopathology and dynamics. In addition to the study of typologies, theories and research, a major focus throughout will be on criminal profiling through presentation of case material and applying case findings to further the understanding of murder.

Intermediate Statistics in the Social Sciences

PSY 769

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

The primary purpose of the course is to educate students about basic theories and techniques used in the behavioral sciences. The instructor will briefly review information typically covered in undergraduate statistics, and then introduce more advanced statistical techniques. Upon completion, the student is expected to understand the theoretical underpinnings for the various statistical techniques and the assumptions that data must meet to validly use these statistics.

The student will also gain an introduction to computer-based statistical analysis.

Brain and Behavior

PSY 779

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

Surveys the field of brain and behavior, including its relevant philosophical underpinnings, its place within traditional and forensic settings, and practical applications in the areas of assessment and rehabilitation of brain injury and deficits. This introduction examines brain-behavior correlates, tests employed in the evaluation of nervous system trauma and the common syndromes affiliated with such injury.

Fieldwork in Counseling I

PSY 780

300 HOURS INCLUDING WEEKLY SEMINARS WITH ADJUNCT CLINICAL FACULTY, 3 CREDITS. (OFFERED EVERY SEMESTER)

Provides supervised experience assisting mental health professionals in the assessment, management and counseling of clients. Students work in an applied institutional setting, such as a prison, special treatment clinic, hospital, delinquency or rehabilitation setting. Training includes interviewing and taking case histories, observations, staff and case conferences. Fieldwork training is supplemented by conferences with a faculty adviser.

Prerequisites: Completion of a minimum of 12 graduate credits in the graduate psychology program and permission of the program director

Fieldwork in Counseling II

PSY 781

300 HOURS, INCLUDING WEEKLY SEMINARS WITH ADJUNCT CLINICAL FACULTY, 3 CREDITS. (OFFERED EVERY SEMESTER)

This course is a continuation of PSY 780, for those students choosing additional fieldwork experience. Provides supervised experience assisting mental health professionals in the assessment, management

and counseling of clients. Students work in an applied institutional setting, such as a prison, special treatment clinic, hospital, delinquency or rehabilitation setting. Training includes interviewing and taking case histories, observations, staff and case conferences. Fieldwork training is supplemented by conferences with a faculty advisor.

Prerequisites: PSY 780 and permission of the program director

Prospectus Seminar

PSY 791

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Assists students in the identification and delineation of researchable topics, leading to the development of a thesis prospectus by the end of the semester. The prospectus is expected to include a literature review, hypotheses and a methodology.

Prerequisites: Permission of the instructor and an “A” or “A-” in the following four courses: PSY 769, PSY 715, PSY 737, and PSY 738 (except with permission of the director of the MA Program)

Introduction to Assessment

(Formerly PSY 830)

PSY 795

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

This course will review major topics in the use of assessment in counseling. It is designed to provide students with a general understanding of the primary methods and practice issues involved in clinical assessment. The course also aims to introduce students to a variety of assessment instruments, considering socio-cultural contexts as well as specific mental health concerns. Theory, research, and practice will be reviewed from the assessment and counseling literature. Professional issues and measurement concepts critical for effective interpretation and communication of test results will be examined. Ethical standards for assessment and testing will be discussed. The course content will consider such issues across developmental stages.

FORENSIC PSYCHOLOGY

Mental Health Professionals, Social Science and the Law

PSY 700

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Reviews the various areas and ways in which mental health issues interact with the law and, in particular, the criminal justice system. Explores topics such as mental health testimony; civil commitment; the rights of mental patients; competency to stand trial; the insanity defense; the antisocial personality; child custody disputes and determinations. Considers the utility and the limitations of mental health expertise in relation to the legal system.

Psychology of Criminal Behavior

PSY 701

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Focuses on the major theories of criminal and aggressive behavior. Viewpoints from cognitive, psychodynamic, behavioral, social learning, descriptive and developmental theorists are discussed and compared with current classification systems. Case examples are used to illustrate the various theories. If time permits, selected specialized topics may be considered including alcohol and crime, sex crimes, juvenile delinquency, and women and crime.

Suggested prerequisite: PSY 745

Violence and Aggression

PSY 703

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Critical evaluation and examination of violence and aggression, their origins and determinants, and their impact on the individual and society. Application to forensic issues will be emphasized through the liberal use of clinical and research material.

Victimology

PSY 705

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Presents an intensive study, both theoretical and clinical, of the victim. Concentrates on community attitudes towards victims, the interaction of the victim with the criminal justice system and programs for psychological rehabilitation of the victim.

Counseling and Rehabilitation of the Offender

PSY 707

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Reviews the wide gamut of approaches to the treatment and rehabilitation of offenders in the context of the various goals of offender dispositions. Surveys the contexts of offender treatment through the criminal justice system, with particular emphasis on prisons, jails, halfway houses and special treatment programs. Debates issues such as mandatory vs. voluntary treatment, confidentiality, and the agency and the individual client. Reviews the range of therapeutic and other interventions utilized in dealing with offender populations, with attention to evaluations of their effectiveness.

Crisis Intervention and Short-term Counseling

PSY 708

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Considers crisis intervention as a system for dealing with emotional upheavals with particular application to such police problems as dealing with family disputes, suicides, hostage situations and conflicts of police personnel. Approaches to short-term counseling utilize case studies and field trips, as appropriate.

Recommended prerequisite: PSY 745

Alcoholism and Substance Abuse

PSY 714

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Examines principles for alcoholism and substance abuse counseling. Techniques for assessment are outlined. Current treatment models are reviewed. The special issues of counseling for alcoholics and substance abusers, including transference and countertransference problems, forming the therapeutic alliance and concurrent diagnoses are the major topics of the course.

Research Design and Methods

PSY 715

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Presents the nature of the research process and guidelines for formulating researchable questions and testable hypotheses. Reviews the methods of operationalizing variables and indicators, and collecting data, including designing experiments and carrying out surveys, and evaluating programs. Explains data analysis strategies leading to a written report.

Prerequisite: An undergraduate course in statistics

Assessment and Counseling of the Juvenile Offender

PSY 716

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Addresses the factors leading to the causes, assessment, classification and treatment of juvenile delinquency. Examines cognitive, behavioral, psychodynamic and developmental approaches, emphasizing neurotic, constitutional and psychopathological factors contributing to delinquency. Reviews the major counseling approaches, with relevant case studies presented for illustrative detail. Analyzes legal and institutional responses to juvenile crime from the various theoretical perspectives. Discusses the role of the mental health professional in the juvenile justice system.

Social Science Evidence in Court

PSY 718

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

This course will focus on the ways in which social science information is being used in court. The course will examine the empirical issues raised in criminal law, tort law, trademark law, etc. The use, misuse and nonuse of social science information in court will be considered.

Social Psychology and the Legal System

PSY 720

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Applies social science knowledge to the criminal and civil justice systems. Places special focus on topics such as social psychology of justice institutions, environmental social science, socialization into roles and identity, collective behavior, research on juries, attitude formation and change, and criminal identification.

Evaluation and Counseling of the Sex Offender

PSY 722

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

This course will focus on the dilemmas facing mental health professionals in evaluating and treating sex offenders. Students will learn about the assessment and treatment of interpersonal and intrapsychic dynamics of such offenders. This will include such issues as the common cognitive distortions used by offenders, deviant arousal patterns, risk assessment and relapse prevention techniques.

Mental Health Issues in Policing

PSY 726

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

The focus of the course is on using mental health principles, research and clinical experience to gain an in-depth understanding of important topics within the field of policing including: the personality

of police officers, police stress, police suicide, police selection, counseling techniques, and services to police officers and agencies.

Eyewitness Identification

PSY 727

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

Examines selected recent and current research on eyewitness performance including research on the effects of witness and crime characteristics. Particular emphasis is given to the impact on witness errors of police identification procedures such as methods of foil selection; mug shots, show-ups, photo arrays and lineups, and alternative methods for presenting lineups to witnesses. Attention is also given to the strengths and weaknesses of alternative eyewitness research methods including laboratory and field experiments and archival studies.

Terrorism

PSY 729

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

This course will consider the definition and various forms of terrorism, as well as the strengths and weaknesses of terrorism typologies. Various forms of political, religious and cultural terrorism will be examined, as well as their causes. Learning theory, psychodynamic theory and other theoretical constructs will be considered for their salience in helping to reach an understanding of terrorism from a mental health perspective.

Ethical Issues in Forensic Mental Health

PSY 730

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Forensic clinicians encounter ethical conflicts and dilemmas when called upon to function in the legal system either as evaluators or as expert witnesses. This course will focus on ethical, legal and professional controversies, methods for analyzing these ethical dilemmas and attempts to resolve such conflicts. Areas to be

considered include: role of the expert witness; standards of practice in forensic mental health; addressing the “ultimate issue:” protecting the constitutional rights of criminal defendants; evaluating competency to be executed; confidentiality and duty to protect; right to refuse and consent to treatment; research and the role of amicus curiae briefs; and the forensic clinician versus the media.

Human Growth and Development

PSY 731

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

This course traces human development throughout the life span, including prenatal, infancy, toddlerhood, childhood, adolescence and adulthood. The goal of the course is to develop a clear picture of observable developmental milestones for each era, within the traditional domains of behavior (i.e., cognitive, social/relational, emotional, motivational and physical/biological). In addition, issues related to the relationship between developmental issues and forensics will be emphasized, including attachment as it relates to the development of conscience and self control; risk and preventive factors as they relate to the development of violent lifestyles; and delinquent and criminal career transitions in the adolescent and adult life cycle.

Criminal Psychological Assessment

PSY 734

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

This course will consider current forensic assessment issues associated with relevant issues in criminal forensic assessment. Students will learn to administer, score and interpret selected forensic assessment instruments. Such tests will involve the measurement of risk assessment, competency, mental state at the time of offense, psychopathy and malingering.

Prerequisites: PSY 700 and PSY 745

Descriptive and Statistical Data Analysis in Psychology

PSY 737

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

This course introduces the use of SPSS and other computer software to manage and manipulate data sets, produce descriptive statistics, graphs, or other output that appropriately summarize patterns and relationships in the data, and produce inferential statistics that appropriately test hypotheses and support substantive interpretations and conclusions. Inferential statistics include bivariate and multivariate models.

Prerequisite: PSY 769

Advanced Research Methods

PSY 738

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

This course addresses advanced issues in conducting research in forensic mental health, including experimental and non-experimental research design and methods, theory development and the conceptualization of research problems, the formation of testable hypotheses and the use of statistics, operationalizing and measuring variables, ethical issues, analysis and interpretation of findings, and the development of a research proposal. These issues will be considered in the context of readings and presentations related to current forensic psychology faculty research.

Prerequisite: PSY 715

Clinical Crime Scene Analysis

PSY 739

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

This course is a research practicum in crime scene analysis. Studies will review FBI files and code data relating to crime scene variables. Students will be expected to develop their own hypotheses about criminality through the research and class discussion.

Prerequisite: PSY 766

Theories of Personality and Counseling

PSY 741

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
Critically examines and compares the major personality theories and their implications for counseling. Readings from original sources emphasize scientific research and professional research generated by cognitive, psychodynamic and learning theorists.

Family Violence and Disputes

PSY 742

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
Explores the psychopathology and dynamics of child abuse, spouse abuse, incest and other forms of intrafamilial violence that frequently come to the attention of the legal system.

Psychopathology

PSY 745

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
Evaluates the theoretical and practical considerations involved in the etiology, symptomatology and dynamics of personality deviation and emotional disorder. Provides an intensive study of case material appearing in the scientific and professional literature.

Empirical Profiling Methods

PSY 746

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
This course will deal with advanced issues relating to the empirical and scientific study, development and evaluation of offender profiling as an applied method for use in police investigations. The main psychological principles upon which offender profiling is based will be outlined, including classification of criminal behavior, and behavioral change and consistency. The course will further build on this by focusing on methodological questions relating to classifying crime scene behaviors, linking behavioral types to offender characteristics, and linking serial offenses.

Empirical Crime Scene Analysis

PSY 748

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)
This advanced level course introduces students to empirical methods of crime scene analysis and profiling research, using the FBI crime files held at John Jay. Students will learn how to develop the theoretical knowledge of profiling, learned in PSY 821, into applied research. The course will take them through the process of completing a publication-level research project from start to finish. This is a time-intensive course, which will consist of some lectures, student-led group research and regular meetings to discuss progress.

Prerequisites: PSY 715, PSY 737 and PSY 821

Intellectual and Cognitive Assessment

PSY 751

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
Provides practical experience in the evaluation of cognitive and intellectual functioning in children, adolescents and adults. Focuses on the administration, scoring and interpretation of instruments such as the WAIS-R, the WISC-R, the WPPSI and the Stanford Binet. Discusses general issues such as the nature of human intelligence and its measurements with explicit linkage to issues in forensic mental health.

Prerequisite: PSY 745

Projective Personality Assessment

PSY 752

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
Provides advanced experience in the administration and interpretation of projective techniques, particularly the Rorschach test, using Exner's Comprehensive System. The TAT, figure drawing and other tests may also be considered. Surveys the scientific literature relating to projective measures on personality. Forensic applications of such personality measures are discussed.

Prerequisite: PSY 745

Objective Personality Assessment

PSY 753

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Provides advanced experience in the administration and interpretation of objective personality tests such as the MMPI, MCMI, CPI, etc. Surveys the literature regarding the developments and validity of objective measures of personality. Forensic applications of objective personality measures are discussed.

Prerequisite: PSY 745

Advanced Forensic Assessment

PSY 754

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

This capstone assessment course further develops the capacity of students to perform forensic evaluations, integrating multiple sources of data, and enables the student to present the results of such evaluations in a lucid and useful manner. Focuses on detailed interpretations of representative forensic assessment protocols and case histories. Topics include: competency to stand trial; criminal insanity defenses; pre-sentencing evaluations; dangerousness; assessment of police candidates; job disability and fitness to return to full-duty status; malingering; and forensic hypnosis. Lays special emphasis on ethical standards as they relate to confidentiality, selection of testing procedures and responsibilities to the "client" as well as the role of the forensic clinician as a consultant to attorneys, judges and criminal justice personnel.

Prerequisites: PSY 700 or the equivalent; completion of either PSY 751, 752, 753, 734 or 779; and enrollment in a second assessment course

Introduction to Forensic Mental Health Counseling

PSY 755

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

This course will first explore the history and professional orientation of the counseling profession, the development of licensure laws, and

the role of mental health counseling in the forensic mental health field. Next, ethical codes of the American Counseling Association and others will be considered, along with regulatory standards of professional conduct. Finally, social and cultural issues will be discussed, with particular reference to diversity issues pertaining to forensic mental health.

Clinical Instruction

PSY 758

30 HOURS PLUS CONFERENCES, 3 CREDITS (OFFERED FALL SEMESTER)

This course offers the final preparation of the forensic mental health counseling student for the internship fieldwork experience. It covers the application of interviewing, testing and diagnostic skills to clinical and forensic situations; the selection and application of modalities for counseling, psychotherapy and crisis intervention; the development of skills in defining scope of practice; the theory and practice of client supervision; the development of note-taking, report writing, case summary and clinical presentation skills; and the use of software and non-electronic aids in clinical practice and research. The course will combine review of texts with role playing, and other simulated clinical presentations and assignments.

Counseling and Psychotherapy Methods

PSY 760

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Examines the techniques and processes of individual and group counseling and psychotherapy from the cognitive behavioral perspective as well as from the psychodynamic viewpoint. Particular attention will be paid to the extent to which various counseling methods are evidence-based. An additional focus will be the study of counseling with persons suffering from DSM-IV, antisocial, narcissistic and borderline disorders, whose difficulties are of interest to the forensic clinician.

Clinical Interviewing and Assessment

PSY 761

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Focuses on the clinical interview as a means of gathering relevant life data, defining problems, resolving conflicts and establishing diagnoses where appropriate. Surveys the theory and use of the interview particularly as related to various counseling theories. Interviewing for specific forensic mental health issues such as competency, insanity and dangerousness will also be discussed.

Group Dynamics and Group Treatment

PSY 765

30 HOURS PLUS CONFERENCES, 3 CREDITS (OFFERED FALL SEMESTER)

Focuses on group dynamics and counseling. Topics include group formation and development; group counseling theories; composition and goals; group violence; group resistance to change; factors that facilitate positive growth within groups; groups formed for the purpose of counseling offenders; and the group dynamics of institutions designed to work with delinquent populations.

Personality Profiles of the Homicidal Offender

PSY 766

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

The goal of this course is to acquaint the student with the varying personality profiles, levels of motivation and prognoses of the homicidal offender. Homicide will be studied, not as a unitary event, but as a complex behavior with differing phenomenology, psychopathology and dynamics. In addition to the study of typologies, theories and research, a major focus throughout will be on criminal profiling through presentation of case material and applying case findings to further the understanding of murder.

Intermediate Statistics in the Social Sciences

PSY 769

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

The primary purpose of the course is to educate students about basic theories and techniques used in the behavioral sciences. The instructor will briefly review information typically covered in undergraduate statistics, and then introduce more advanced statistical techniques. Upon completion, the student is expected to understand the theoretical underpinnings for the various statistical techniques and the assumptions that data must meet to validly use these statistics. The student will also gain an introduction to computer-based statistical analysis.

Brain and Behavior

PSY 779

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

Surveys the field of brain and behavior, including its relevant philosophical underpinnings, its place within traditional and forensic settings, and practical applications in the areas of assessment and rehabilitation of brain injury and deficits. This introduction examines brain-behavior correlates, tests employed in the evaluation of nervous system trauma and the common syndromes affiliated with such injury.

Fieldwork in Counseling I

PSY 780

300 HOURS INCLUDING WEEKLY SEMINARS WITH ADJUNCT CLINICAL FACULTY, 3 CREDITS. (OFFERED EVERY SEMESTER)

Provides supervised experience assisting mental health professionals in the assessment, management and counseling of clients. Students work in an applied institutional setting, such as a prison, special treatment clinic, hospital, delinquency or rehabilitation setting. Training includes interviewing and taking case histories, observations, staff and case conferences. Fieldwork training is supplemented by conferences with a faculty adviser.

Prerequisites: Completion of a minimum of 12 graduate credits in the graduate psychology program and permission of the program director

Fieldwork in Counseling II

PSY 781

300 HOURS INCLUDING WEEKLY SEMINARS WITH ADJUNCT CLINICAL FACULTY, 3 CREDITS. (OFFERED EVERY SEMESTER)

This course is a continuation of PSY 780, for those students choosing additional fieldwork experience. Provides supervised experience assisting mental health professionals in the assessment, management and counseling of clients. Students work in an applied institutional setting, such as a prison, special treatment clinic, hospital, delinquency or rehabilitation setting. Training includes interviewing and taking case histories, observations, staff and case conferences. Fieldwork training is supplemented by conferences with a faculty adviser.

Prerequisites: PSY 780 and permission of the program director

Prospectus Seminar

PSY 791

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Assists students in the identification and delineation of researchable topics, leading to the development of a thesis prospectus by the end of the semester. The prospectus is expected to include a literature review, hypotheses and a methodology.

Prerequisites: Permission of the instructor and an “A” or “A-” in the following four courses: PSY 769, PSY 715, PSY 737, and PSY 738 (except with permission of the director of the MA Program)

Introduction to Assessment

PSY 795

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

This course will review major topics in the use of assessment in counseling. It is designed to provide students with a general understanding of the primary methods and practice issues involved in clinical assessment. The course also aims to introduce students to a variety of assessment instruments, considering socio-cultural contexts as well as specific mental health concerns. Theory, research, and practice will be reviewed from the assessment and counseling literature. Professional issues and measurement concepts critical for effective interpretation and communication of test results will be examined. Ethical standards for assessment and testing will be discussed. The course content will consider such issues across developmental stages.

FORENSIC SCIENCE

Advanced Genetics

FOS 704

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

This course provides an in-depth treatment of selected topics in the field of modern genetics. Topics are drawn from classical, molecular, and population genetics and include the nature of genetic variation and mutations, genetic disorders, recombination and repair mechanisms. Ethical issues and the relevance of genetics to clinical medicine (recombinant DNA therapy, cloning) and forensic science (polymorphisms, population genetics) will be explored. Quantitative analysis and problem-solving skills are emphasized.

Prerequisite: Coursework necessary for admission to Master of Science in Forensic Science Program

Mathematical Statistics for Forensic Scientists

FOS/FCM 705

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS.

(OFFERED FALL OR SPRING SEMESTER)

This course is a calculus-based course intended to provide a solid understanding of probability and mainstream statistical techniques for research and professional applications in the field.

Prerequisite or Co-requisite: One year of undergraduate calculus

Physical and Biological Evidence

FOS 706

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS.

(OFFERED FALL SEMESTER)

This course provides an introduction to the problems encountered and the techniques used in the scientific examination of physical and biological evidence. Topics include crime scene procedures, physical evidence documentation, application of the scientific method in crime scene investigation, scientific and legal integrity of physical evidence, ethical issues, professional standards, expert testimony and the theoretical bases of methods of comparison and their influence on the interpretation of scientific data. Emphasis is placed on practical problem solving in forensic science. Students should register for this course during their first year of study.

Prerequisite: Coursework necessary for admission to Master of Science in Forensic Science Program

Principles of Forensic Toxicology

FOS 707

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS.

(OFFERED FALL OR SPRING SEMESTER)

This course serves as an introduction to the basic principles of forensic toxicology. This course emphasizes the common drugs/poisons that are encountered by a practicing forensic toxicologist and the approach to determining their medico-legal role in establishing the cause of death and disease. Topics include the

pharmacology and pharmacokinetics of drugs, impairment versus intoxication, and the interpretation of drug effect in the criminal court setting. The science of ethanol and drugs of abuse, along with other important agents (sports doping drugs, therapeutic drugs, CO etc.), will be discussed as they relate to toxicology. An introduction to the basic applied methods of forensic toxicology is also presented including biological samples, analytical schemes, and some of the special problems commonly encountered in forensic toxicology. Lectures, directed readings, and participatory discussions will introduce the science of forensic toxicology.

Prerequisite: Coursework necessary for admission to Master of Science in Forensic Science Program

Advanced Criminalistics I

FOS 710

30 HOURS LECTURE, 12 HOURS LABORATORY PER WEEK, 5 CREDITS.

(OFFERED FALL SEMESTER)

Fundamental principles used in the analysis and evaluation of physical evidence using micro techniques are stressed in the course. The course emphasizes microscopy and microchemistry of trace evidence such as controlled substances, glass, and fibers. Documentation and photography skills are developed. Students will begin to develop their ability to critically assess forensic situations. Case studies are also used in lectures to integrate theoretical concepts with practical applications.

Prerequisites: FOS 706 (Physical and Biological Evidence), FOS 722 (Advanced Instrumental Analysis II)

Advanced Criminalistics II

FOS 711

30 HOURS LECTURE, 12 HOURS LABORATORY PER WEEK, 5 CREDITS.

(OFFERED SPRING SEMESTER)

This course teaches concepts and techniques employed in the analysis of physiological fluids using non instrumental methods. Micro techniques and microscopy are employed for soil analysis, wood identification, and hair examination. Additional documentation and

photography skills are developed. Case studies are used in lectures to integrate theoretical concepts with practical applications. The lab course culminates with the analysis and interpretation of trace evidence from a case simulation.

Prerequisite: FOS 710 (Advanced Criminalistics I)

Organic Compound Structure Determination

FOS 717

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS.
(OFFERED FALL OR SPRING SEMESTER)

This is an advanced course in the use of modern instrumentation, both spectroscopic and chromatographic techniques, for the solution of chemical problems. This course discusses relationships between functionality and the observed spectroscopic properties of organic molecules. These relationships are then rationalized and used to logically deduce structures of unknown compounds. Chromatographic techniques and principles will be emphasized. Subsequently, five different spectroscopic methods, Nuclear Magnetic Resonance, Mass Spectrometry, Infrared, Ultraviolet Spectroscopy, and Chiroptical Spectroscopy will be applied in the structural assignment of unknown compounds. The principles behind these methods will be discussed. There will be considerable emphasis on problem solving to determine molecular structure utilizing all available spectroscopic data. Some lecture classes will be practical demonstration of the concepts presented.

Prerequisite: Coursework necessary for admission to Master of Science in Forensic Science Program

Advanced Instrumental Analysis I

FOS 721

30 HOURS LECTURE, 8 HOURS LABORATORY, 5 CREDITS. (OFFERED FALL SEMESTER)

The purpose of this course is to introduce the student to the use of chemical instrumentation and spectrophotometric techniques for the analyses of physical evidence materials of forensic import. The

course includes lectures and problem sessions and has as a critical portion, hands-on laboratory sessions. The successful student will understand the fundamental use and operation of certain types of chemical instrumentation and their application to forensic analytical problems. He/she will also be able to choose the proper technique to successfully analyze a material, and increase his/her knowledge and understanding of the analytical approach and interpretation of quantitative data by proper calibration techniques.

The lectures include the descriptions of various instruments including their designs, the theory of operation, and the fundamental science on which they are based. Applications of these instruments to forensic samples will be discussed. The accuracy and precision of measurements as well as error analysis will be introduced. This course is concentrated on electronic and vibrational spectra, although other instrumentation topics will be covered.

Prerequisite: Coursework necessary for admission to Master of Science in Forensic Science Program

FOS 722

Advanced Instrumental Analysis II (Formerly Advanced Chemical Instrumentation II)

30 HOURS LECTURE, 8 HOURS LABORATORY, 5 CREDITS.
(OFFERED SPRING SEMESTER)

The purpose of this course is to introduce the student to the use of instrumental chemical separation techniques for the analyses of physical evidence materials of forensic import. The course includes lectures and problem sessions and has as a critical portion of hands-on laboratory sessions. The successful student will understand the fundamental use and operation of certain types of chemical instrumentation and their application to forensic analytical problems. He/she will also be able to choose the proper technique to successfully analyze a material, and increase his/her knowledge and understanding of the analytical approach and interpretation of quantitative data.

The lectures include the descriptions of various instruments including their designs, the theory of operation, and the fundamental science on which they are based. Applications of these instruments to forensic samples will be discussed.

This course is concentrated on chromatography and other separation techniques although other instrumentation topics will be covered.

Prerequisite: FOS 721 (Advanced Instrumental Analysis I)

Forensic Toxicology I

FOS 725

30 HOURS LECTURE, 6 HOURS LABORATORY, 5 CREDITS.

(OFFERED FALL SEMESTER)

This course introduces students to methods of determining the presence or absence of drugs (and metabolites) and chemicals in human fluids and tissues and evaluating their role as a contributory factor in the cause or manner of death and disease. This course deals with the systematic approach to processing biological samples for the presence of drugs and poisons. Students are introduced to the fundamental theoretical principles applied to forensic toxicology with topics including: postmortem and antemortem toxicology, sample preparation and extraction techniques, and methods of analytical screening and confirmation (chromatography, GCMS, LCMS, immunoassay), that are used to solve problems confronting the forensic toxicologist. Advanced topics associated with pharmacokinetics and pharmacodynamics are discussed as they relate to the interpretation of results. The general focus of the course will be to examine the scientific aspects of the detection of intoxications and the role of intoxicating agents in the commission of crimes and/or overdose and poisoning.

The laboratory sessions introduce the basic analytical principles that are common in forensic toxicology. This includes the various methods of sample preparation, extraction, and drug screening, determination of blood ethanol levels and qualitative and quantitative analysis of specimens for various drugs of abuse. Common acidic,

basic, and neutral drug screening methods will be applied along with the concepts of conformational analysis.

Prerequisite: FOS 707 (Principles of Forensic Toxicology)

Forensic Toxicology II

FOS 726

30 HOURS LECTURE, 6 HOURS LABORATORY, 5 CREDITS.

(OFFERED SPRING SEMESTER)

This course is a continuation of the advanced study of the scientific principles associated with the medico-legal aspects of drugs and poisons. It builds upon the specific forensic material, general pharmacology, and toxicology presented in previous courses. Forensic toxicology is an evolving science dealing with the qualitative and quantitative identification of poisonous substances and the consequent application of the results to an episode of intoxication. Forensic Toxicology II is intended to formulate a basis through which the student becomes more conversant with a wide range of practical components designed to reinforce topics covered earlier and seeks to give students experience in analytical problems specific to the human biological condition. This course covers the applied aspects commonly encountered in the practice of forensic toxicology: human performance testing, workplace/occupational drug testing, sports medicine, clinical toxicology, the role of the toxicologist in the courtroom and expert testimony, QA/QC and toxicology laboratory management issues. Specific problems will be expanded to include consideration of the impact resulting from a variety of synthetic and/or natural toxins. In this framework, aspects of terrorist attacks with potential weapons of mass destruction will also be discussed.

Parallel laboratory sessions dealing with the above topics will be included in order to demonstrate some of the practical aspects associated with these issues. Methods of workplace drug testing, detection of doping agents, therapeutic drug monitoring, and QA/QC topics will be addressed in the laboratory environment.

Prerequisites: FOS 707 (Principles of Forensic Toxicology) and FOS 726 (Forensic Toxicology I)

Molecular Biology for Forensic Scientists

FOS 730

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL OR SPRING SEMESTER)

Many advances in molecular biology that impact on the medico-legal fields have taken place in recent years. Analytical procedures used to study DNA have been developed for genetic research, clinical studies, and human/non-human identification. Molecular Biology for Forensic Scientists is a survey course geared to forensic science students in the criminalistics and forensic toxicology specializations. Lecture topics include: an overview of forensic biology, statistics and population genetics including: sample collection; bioethics; DNA extraction, quantitation, and typing; databases; lab validation, including quality assurance and quality control, and emerging technologies.

Prerequisite: Coursework necessary for admission to Master of Science in Forensic Science Program

Advanced Molecular Biology I

FOS 732

30 HOURS LECTURE, 8 HOURS LABORATORY PER WEEK, 5 CREDITS. (OFFERED FALL SEMESTER)

This course provides an in-depth treatment of selected topics in molecular biology. Lecture topics include the structure and function of nucleic acids and proteins; DNA replication, recombination, and repair; mutagenesis; transcription and translation; regulation of gene expression; mobile genetic elements, and molecular biological techniques.

The laboratory introduces experimental methodologies: cell culture techniques, transformation, DNA and protein isolation, electrophoresis, Southern and Western blotting, DNA sequencing,

and recombinant DNA techniques. QA/QC topics will be addressed in the laboratory environment.

Prerequisite: FOS 704 (Advanced Genetics)

Advanced Molecular Biology II

FOS 733

30 HOURS LECTURE, 8 HOURS LABORATORY PER WEEK, 5 CREDITS. (OFFERED SPRING SEMESTER)

This course provides an in-depth treatment of selected topics in forensic DNA analysis. Lecture topics include: forensic biology; population genetics; sample collection and storage; DNA extraction, quantitation, and typing; databases and emerging technology.

The laboratory uses state-of-the-art technology to introduce students to the instrumentation and methods used in forensic DNA analysis: DNA extraction and quantitation, PCR-STR typing of autosomal and Y chromosomal loci, and mitochondrial DNA typing. QA/QC topics will be addressed in the laboratory environment.

Prerequisite: FOS 732 (Advanced Molecular Biology I)

Scientific Evidence, Expert Testimony, and Ethics for Research and Forensic Scientists

FOS 760

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL OR SPRING SEMESTER)

This is a course of study designed to introduce the forensic science student to the inter-relationship of science and the law as well as discuss some of the ethical problems that may confront him/her in their role as an expert witness and scientific researcher. The role of the expert and his testimony in assisting the court and the trier of fact will be explored. Classic Frye rule considerations will be presented, as well as the newer Daubert guidelines. The impact of the Federal Rules of Evidence will be discussed.

The course will be taught by lectures and by the Socratic Method. Students will be given assignments from textbooks, handouts, and library research and are expected to be prepared for class discussions

each period. A portion of the instruction will be on how to prepare and testify as an effective expert. Some time will be spent on dealing with cross-examination.

Prerequisite: Coursework necessary for admission to Master of Science in Forensic Science Program

Fieldwork in Forensic Science

FOS 780-781

400 HOURS PER SEMESTER (2-SEMESTER COURSE), WEEKLY SEMINAR, 3 CREDITS. (OFFERED EVERY SEMESTER)

This course provides the student with supervised fieldwork experience in appropriate institutional settings. A variety of patterns of involvement is available, varying in terms of hours of work, location, nature of assignment, etc.

Prerequisites: GPA of 3.0 or higher and permission of the program director

Thesis Prospectus

FOS 795/FOS 796/FOS 797

(Formerly FOS 791)

1 CREDIT PER SEMESTER, PASS/FAIL GRADE GRANTED UPON COMPLETION OF ALL THREE SEMESTERS AND THE SUBMISSION OF AN APPROVED THESIS PROSPECTUS. (OFFERED EVERY SEMESTER)

This series of three seminar courses is designed to introduce the student to scholarly research, report writing, library research and documentation styles/techniques. Students will develop communication skills via oral (PowerPoint™) and poster presentations. Students should register for FOS 795 in their first semester of study. In FOS 795, students will interact with faculty and upper-level graduate students to foster the development of a thesis research project. Students will present journal club style presentations in FOS 796 and then progress in FOS 797 to present the development of their thesis research, from literature review and experimental design to preliminary data presentation. Students must develop a thesis prospectus by the end of FOS 797.

Prerequisite for 795: Coursework necessary for admission to Master of Science in Forensic Science Program

Prerequisite for 796: FOS 795

Prerequisite for 797: FOS 796

INTERNATIONAL CRIME AND JUSTICE

International Crime and Justice Theory

ICJ 700

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

International Criminology examines the multicultural/cross-cultural nature and etiology of international and transnational crimes including genocide, war crimes, terrorism, money laundering, drug and human trafficking and weapons dealing. The course will review various perspectives, approaches, and theories of crime and criminality that assist in understanding the development of new forms of crimes worldwide and in developing international crime prevention policies. A critical examination will be made of various methodologies in collecting empirical data, and the problems of cross-cultural research will be discussed. The course will commence with grounding in theories developed in the cultural context of the United States, and expand to embrace theories from and applying to other regions of the world.

International Economics

ICJ 701

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

This course will be an advanced overview of global economics and crime, and international trade and finance, to provide insight into and to critique measures of development. The concepts of international trade and finance will be taught by using examples related to transnational crime. The course starts with a review of development,

then covers trade including its role in development and then international finance.

Prerequisite: Undergraduate course in economics or PAD 704

Comparative Criminal Justice Systems

ICJ 702

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

This course will use as a baseline the criminal justice system of the United States, and initial lectures will provide an overview of our system as a basis for comparison. Afterwards, beginning with a contextualization of world cultures, legal families and systems of government, this course will study the commonalities and variations in criminal justice systems around the world, including law enforcement, adjudication and post-sentencing measures. Special attention will be paid to the impact of the growth of private security, victim assistance and corruption. Examples are drawn from a variety of political systems.

International Law and the World Order

ICJ 703

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

The course is an introduction to the study of international law and policy. It will address the evolution of the international legal process, and explore —through the use of a series of hypothetical and actual problems— the principal challenges to the present world order. In particular, the course will analyze and assess contending theories on the law/power dichotomy, the origins of international law, the structure of the international legal argument, and evaluate the relevance of the international legal lenses in addressing problems in key issue areas, such as peace and human security, intervention, human rights and humanitarian action, and justice/accountability

Culture and Identity in a Global Context

ICJ 704

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL AND SPRING SEMESTER)

This course examines research on culture, power and identity in international criminal justice. Students will be introduced to the concept of culture and how it has been related to contemporary problems and struggles in justice systems between local groups and larger, sometimes global forces. These have included concerns over culturally specific categories of identity such as gender, race, ethnicity, caste, religion, sexuality, or other social and political statuses, such as rights to property, place and behavior. Particular attention will be given to the issues emerging from local confrontations with and responses to international criminal justice initiatives around domestic violence, human trafficking, copyright piracy, indigenous rights, governmental corruption, and war crimes. Through an examination of studies from different continents, students will learn both the substance of the issues, and the methods, analytical approaches and rhetorical skills of research in the discipline.

Research Methods in International Crime and Justice

ICJ 715

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

The purpose of this course is to provide an understanding of the basic use of different methods used to obtaining data in criminology and criminal justice research in comparative, international and global contexts. The focus will be *equally* on thinking statistically and qualitatively. Statistical thinking involves drawing sensible conclusions from various kinds of data by interpreting appropriate statistics. This course covers basic bivariate statistics and some models with multiple independent variables. Qualitative methods will focus primarily on participant-observation, on asking questions, on writing field notes, and on the transformation of these primary

field data into written ethnographic documents. This is a basic requirement for both doing social science research and for becoming an educated consumer of such research.

Crime and Justice in the Balkans

ICJ 720

30 HOURS LECTURE PLUS CONFERENCES, 3 CREDITS. (Please consult director for course offering.)

This course analyzes the main trends and causes of international, organized and traditional crimes in the Balkan region and the dilemmas surrounding international efforts to prevent or control these phenomena. The Balkans represents an ideal case for understanding:

(1) how transitional and post-conflict dynamics as well as media malfeasance can lead to genocide, drugs, arms and human trafficking, terrorism and revenge killings; and (2) what are the main challenges international organizations, such as the UN, EU, Council of Europe, ICTY, INTERPOL and NATO, face when trying to regulate 'crime' or bring 'justice' in diverse socio-cultural contexts.

Capstone Course in International Crime and Justice

ICJ 770

30 HOURS PLUS CONFERENCES, 3 CREDITS. (Please consult director for course offering.)

This course will synthesize the knowledge and perfect the skills gained throughout master's coursework and allow students to compare and contrast the multidisciplinary perspectives gained throughout their studies. The course will consist of a series of in-depth case studies of research, legal cases, or crime events, viewed from various disciplinary perspectives.

Prerequisite: All other core requirements of the MA in International Crime and Justice Program

PROTECTION MANAGEMENT

Introduction to Fire Protection

FPM 700

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

This course will focus on developing basic fire protection and suppression concepts. Students will examine the principles instrumental in providing safety from fire in a structural and nonstructural environment. This course will focus on the nation's fire problems, human behavior at fires, laws regulating fire safety, the nature of fuels, fire extinguishing agents and hazards.

Analysis of Building and Fire Codes

FPM 703

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

An examination of the purpose, origin and enforcement of building codes in various sections of our country. Zoning regulations, appeal procedures, and local laws applicable to building codes and their impact on fire protection will be reviewed. This course is intended to enable a manager in a state or municipal agency to understand the process of code development and enforcement as well as estimate the cost and time required to develop, implement and enforce a building code. For those in the private sector, the course will provide an understanding of the background and purpose of codes necessary in the planning, construction, and management of commercial and industrial properties.

Theory and Design of Fire Protection Systems

FPM 712

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Introduces the theory and design of fire protection systems in buildings, including systems that enable automatic fire suppression, the containment of fire and smoke, and the notification and movement of people to safe locations. Examines the interaction between such systems and building codes and construction technologies.

Contemporary Fire Protection Issues

FPM 751

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)
 This course will focus on developing skills in the management of fire protection, suppression and prevention. Students will be afforded the opportunity to analyze fire protection problems that develop because of living in a technologically complex environment. The course specifically addresses current developments, needs and issues in fire protection management.

Introduction to Protection Management Systems

PMT 701

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
 Develops and integrates theory and principles common to the design and implementation of systems — broadly defined — for the protection of people and property in public, commercial and residential settings from loss associated with fire, casualty, disruption and crime. Reviews and integrates the historical, theoretical, managerial and technological bases for the fields associated with protection management: security management and fire protection management. Reviews security design issues and technologies applicable to structural and nonstructural environments. Examines alternative roles and structures for protection management in public, private and independent sector organizations, and their relationships to law enforcement organizations.

Introduction to Emergency Management

PMT 711

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
 Examines the theory and practice of strategic and operational planning for emergency response. Reviews the principles associated with evaluation of risk and the formulation of prevention programs. Identifies the issues and policy responses necessary to achieve coordination of agencies and collaboration with appropriate private resources. Cases and scenarios will be examined to apply these concepts in practice.

Analytical Methods in Protection Management

PMT 715

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
 Surveys analytical tools of particular value to protection managers. Covers the use of computer programs to reveal basic descriptive statistics, trends and correlations in databases, including threats to the validity and reliability of findings. Examines the adaptation of methods from related disciplines, including operations research, surveys, systems safety and simple financial analyses.

Safety and Security in the Built Environment

PMT 740

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
 Reviews the concepts and technologies associated with building systems, the requirements imposed on designs and systems by national, regional and local building codes. Introduces the principal technologies associated with alarm, detection and communication systems, and their applications to promote security and safety in buildings, and reviews the elements of operations plans to implement and maintain such systems.

Theory and Design of Security Systems

PMT 753

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
 Examines the theory, research literature and professional practice associated with the design and implementation of security procedures, programs and systems. Reviews methods and techniques associated with communication and surveillance, supervision and control of movement, and operational surveillance and supervision of environments. Emphasizes the development of plans and operational programs based on the comprehensive assessment of risk, including the design of operational procedures and appropriate training of staff. Examines law enforcement implications of security systems.

Contemporary Issues in Security Management

PMT 754

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Examines contemporary security risks and explores theoretical, technological and operational responses in public, commercial and residential settings. Emphasizes current research from situational crime prevention. Analyzes cases from a perspective that integrates security management with related managerial operations. Students will develop skills in risk assessment and problem identification, and in the formulation and analysis of appropriate responses.

Prerequisite: PMT 753

Technology in Emergency Management

PMT 761

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

This course will explore the role of technology in organizational and community emergency management. As technology develops in the areas of computers and communications, new means for informing emergency management practice emerge. Specific objectives of this course are to document the extent and nature of technology and its use in emergency management; demonstrate technology applications; examine problems in the implementation of technology in emergency management; and clarify strategies for addressing issues and problems in emergency management. The course will review and assess key technologies through a combination of case studies, directed research and hands-on application.

Prerequisite: PMT 711

Business Continuity Planning

PMT 762

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

Introduces the theory of business continuity planning; the course will discuss the development of plans and their essential components. Emphasis is on identification and implementation of the appropriate recovery organization, goals, objectives and strategies in the

organizational environment. The course will include exercises on the development of business continuity plans, case studies of successful plans and coordination of plans with local government response organizations. Software resources will be considered to plan and manage the continuity process.

Prerequisite: PMT 711

Risk Analysis and Loss Prevention

PMT 781

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

Introduces the theory and practice of risk management, as applied to the security and safety of persons and property. Examines the management of risk associated with a range of conditions and events including fire, building systems, crime and terrorism, security deficiencies, worker safety, hazardous and toxic materials, disasters and emergencies. Considers analytical software applications in the risk analysis process.

Emergency Management: Preparedness and Response

PMT 791

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

This course will focus on the concepts of disaster planning and response from a governmental perspective. The organizational aspects of emergency management and its position within local government will be discussed from both national and local perspectives. The principles of risk identification and communication, management and coordination of resources, and public education will be examined. Attention will also be paid to planning and exercises involving public and private resources. Information technology will be explored to assess risks and plan for warning and response needs.

Prerequisite: PMT 711

**Emergency Management: Mitigation and Recovery
PMT 792**

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
This course is an investigation of existing organizations and evolving organizations and their initiatives to improve disaster mitigation and recovery in the public and private sectors. This course examines the role of international and national organizations in accomplishing disaster mitigation and recovery operations. Review of case studies of emergency management mitigation and recovery to reveal successes and lessons for future events are undertaken. The course will also describe presidential disaster declarations from a U.S. perspective and discuss examples of losses avoided through community mitigation efforts. Impacts of recovery regimes will also be explored at the organizational and community level.

Prerequisite: PMT 711

PUBLIC ADMINISTRATION

**Advanced Financial Reporting and Analysis
ACC 710**

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
The course encompasses a review of financial reporting and the conceptual framework for financial reporting. Financial statement analysis techniques are used to detect analytical anomalies in financial statements, including identifying fraud symptoms associated with fictitious revenues, timing differences, concealed liabilities and expenses, and improper disclosures and asset valuations.

**Advanced Auditing with Analytical Applications
ACC 720**

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)
A study of the processes conducted by independent, internal and government accountants to provide auditing and assurance services on information provided by management. Statistical techniques,

commercial data-mining software and analytical methods are used to evaluate potential fraud activities.

**Strategic Cost Management
ACC 702**

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
Cost management is integrated with strategic analysis to understand the role of financial and non-financial information in operational and strategic decision making. Topics include supply-chain analysis, cost-driver analysis, activity-based management, technology costing, quality cost management, and the balanced scorecard.

Prerequisite: PAD/ACC 742

**Advanced Taxation
ACC 703**

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
Addresses the underlying principles of individual and corporate income taxation in the United States with an emphasis on how tax fraud is committed and how tax frauds are investigated.

**Analytical Methods in Inspection and Oversight
ACC 704**

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)
A review of the actual and potential use of the computer as a tool in performing the oversight and audit functions in the public sector. The application of statistical techniques and other quantitative methods available in general and specialized audit software is discussed as used to analyze and interpret financial and nonfinancial data.

Forensic Accounting and Auditing

ACC 705

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

This course provides an understanding of how specific types of frauds are committed against an organization and on behalf of an organization. By learning how managers and employees commit frauds, students will be better prepared to prevent, detect and investigate those frauds. Expert witnessing and reporting are also presented.

Prerequisite: PAD 742 or ACC 710

Public Administration

PAD 700

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Examines the field of public administration. Defines the scope and content of public administration and the relationship of public administration to other disciplines. Provides political, economic, cultural, and historical perspectives on the field and introduces current issues facing the profession. Sets forth the literature of the field and the inventory of skills that students must master in order to complete the MPA Program.

Fraud, Abuse, Waste and Corruption

PAD 701

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Focuses on the nature and prevalence of fraud, abuse, waste and corruption in public, quasi-public, and not-for-profit programs and organizations. Includes political, economic, legal and philosophical perspectives on these problems. Examines approaches to investigating, monitoring, deterring and controlling these phenomena.

Human Resources Management

PAD 702

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Surveys public sector personnel planning and management. Examines job design and classification, recruitment, selection, career development, employee evaluation and compensation. Introduces the concepts of merit principles, affirmative action and equal opportunity as important conceptual frameworks for public managers. Explores how individual worker's perceptions, motivation, learning, creativity, as well as interpersonal conflicts on the job, help determine the effectiveness of personnel policies.

Techniques and Tools of Human Resources Administration

PAD 703

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Surveys the relationship between worker productivity and personnel/management/labor relations policies in the public sector. Examines the workplace application of theories of human resource management. Relates the impact of different human resource management plans on innovation, productivity and labor relations in the workplace. Studies the role administrative leadership plays in building an effective and satisfied workforce.

Prerequisite: PAD 702

Economics for Public Administrators

PAD 704

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Examines the interaction between the economic environment and public administration. Reviews basic economic principles and methods. Introduces macroeconomic analysis—the relationship between the government's fiscal and monetary policy and employment, inflation and growth. Provides a grounding in microeconomics — the application of economic principles to analyze the decision making of organizations, government policy makers and individuals.

Organization Theory and Management

PAD 705

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Examines organizational structure using formal, informal and systems models. Applies the models to the analysis of organizational processes and operations including decision making, communication, leadership, control and change. Considers how size, technology, task and other structural characteristics affect overall organizational performance.

Bureaupathology

PAD 706

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Explores corruption, waste, favoritism, excessive secrecy, arbitrary and illegal exercises of power and other “pathologies” of bureaucracies. Examines the organizational situations and social contexts conducive to departures from the laws, rules and regulations that define the formal mission of an agency. Considers the remedial and preventative actions available to elected officials, organizational managers, line employees and clients, customers and citizens.

Managing People: A Human Resources Perspective

PAD 707

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Examines current issues and problems in public sector human resources management. Draws from an agenda that includes: civil service systems and alternatives, equal employment opportunity, affirmative action, public employee organizations, comparable-worth and other job analyses, pensions and fringe-benefits, career-ladders, mentoring, the validity of performance evaluation and entrance examinations. Permits an in-depth examination of selected issues introduced in the required Human Resources Management course.

Prerequisite: PAD 702

The Ethical and Legal Environment of Public Employment

PAD 710

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Focuses on selected topics in the law relating to public employment. Examines the right to organize, the determination of bargaining units, the scope of bargaining, legal prohibitions and sanctions against strikes and job actions, due process rights of employees facing disciplinary charges, civil liability of public employees, and standards of ethics and disclosure.

Prerequisite: PAD 702

Management Systems and Techniques in the Public Sector

PAD 712

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Surveys the application of systems analysis to the management of organizations. Addresses systems theory, information theory, network analysis and cost-benefit analysis. Examines the principles of information collection, utilization and management. Details the development and maintenance of management information systems. Introduces critical path method, project management, forecasting and budgeting as techniques of decision making, planning and control.

Prerequisite: PAD 705 or permission of the program director

Organizational Performance Assessment

PAD 714

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Examines the concept of productivity and its application in the management and evaluation of public organizations. Addresses work-process analysis, input and output measurement, improved worker skills and motivation, and management innovation as avenues to improved productivity. Views the role of productivity in labor-management relations, and considers how productivity goals relate to other societal goals.

Prerequisite: PAD 700 or PAD 705 or permission of the program director

Research Methods in Public Administration

PAD 715

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Examines the logic and techniques of research, evaluation and quantitative analysis in public administration. Introduces the concepts of measurement and data collection, approaches to the presentation of quantitative information, and designs for research in public administration and public policy.

Prerequisite: STA 250 or a similar undergraduate course

Substitution: CRJ 715 with permission of the program director

Cases in Productive Public Management

PAD 716

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Relates actual productivity programs to conceptual models of productivity and recommended productivity techniques. Examines cases involving productivity measurement, jurisdiction-wide efforts to monitor and manage productivity efforts, the effect of capital investment and technological advance on productivity, and the participation of employee organizations in productivity investment programs.

Prerequisite: PAD 714 or permission of the program director

International Public Policy and Administration

PAD 718

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

Reviews the institutions, processes and policy issues associated with the administration of international organizations and the implementation of international agreements. Examines the development of functional and regional international organizations in the context of international legal, political and economic structures, and the administrative processes and structures that are associated

with such organizations. Compares structures and styles of public management in other nations and cultures.

Delivery Systems in Justice and Urban Services Systems

PAD 719

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Explores how various criminal justice and other urban services are administered and delivered through partnerships between public agencies, the voluntary sector (non-profits and cooperative associations) and private for-profit companies and individuals. The course examines the government contracting process for criminal justice and urban services and funding, legal accountability and stakeholder issues to be considered by public managers when delivering public services through inter-governmental agreements and public-private partnerships.

Assessments, Audits and Investigations in Human Resources

PAD 723

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

This course examines assessments, audits, and investigations from a human resources perspective, including the preparation of factual investigative reports on the outcomes of investigations into violations of policies and laws on workplace safety, EEO-employment discrimination, violence, harassment, retaliation, fraud, abuse, waste and other wrongdoing. The course examines the prevalence and incidence of such problems, along with techniques for fact-finding, investigation, documentation and complaint assessment.”

The Politics and Process of Outsourcing

PAD 726

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

Surveys the concepts and methods that public sector officials use to obtain goods, services and other things of value from private sector companies. This course aims at providing present and future public

sector line managers with a full understanding of various procurement methods, including when and how to use these methods to help achieve public agency goals and objectives.

Policy Analysis in Criminal Justice

PAD/CRJ 730

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Offers an introduction to policy analysis and criminal justice planning. Explains how to assess proposals intended to solve problems encountered in policing, adjudication and corrections.

Prerequisite: CRJ 715 or PAD 715

Oversight by Independent, Regulatory and Political Authorities

PAD 731

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

Surveys the roles and functions of inspection and oversight in regulatory agencies, nonprofit organizations, oversight boards, municipal councils and state legislatures. Examines the specialized oversight functions of these agencies, particularly within their political contexts.

Policy Analysis

PAD 739

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Analyzes policy decisions with a special focus on politics, decision making and the role played by the mass media. Studies the relationships among administrative agencies, political executives, legislators, pressure groups and other interested parties such as contractors and issue-oriented political action groups. Requires students to identify and explain the motives, goals, tactics and strategies of the parties involved in major policy issues.

Public Sector Inspection and Oversight

PAD 740

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Surveys the role and function of inspection and oversight in the public and not-for-profit sectors. Introduces the techniques of internal investigation, policy oversight and operational auditing. Addresses fraud prevention and the auditor-agency relationship.

Administrative Law and Regulation

PAD 741

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Analyzes the authority of administrative agencies in the United States. Addresses the delegation of legislative authority to administrations, the procedural requirements imposed on administrative rule making, the rights of clients and citizens affected by the exercise of administrative authority. Studies the formal relationship between the legislature, government executives and regulatory agencies.

Prerequisite: PAD 700 or permission of the program director

Public Sector Accounting and Auditing

PAD 742

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Introduces the principles of accounting and the techniques of auditing for governmental and not-for-profit agencies. Reviews GAAP (Generally Accepted Accounting Principles), summary financial statements, and financial audit guidelines. Addresses accounting reform and electronic auditing.

Prerequisite: PAD 740

Public Sector Financial Management

PAD 743

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Focuses on the executive-budget as the central decision making process in government. Reviews the economic policy embodied in the federal government's overall revenue, expenditure and borrowing decisions. Examines the public finance principles that apply to revenue raising, borrowing authority, capital and operating budget, and the distinct fiscal responsibilities of city, state and federal governments.

Prerequisite: PAD 700 or permission of the program director

Capital and Operational Budgeting

PAD 744

30 HOURS PLUS CONFERENCES, 3 CREDITS.
(OFFERED EVERY SEMESTER)

Reviews concepts, processes and techniques of budget planning, preparation, presentation, authorization, administration and control. Focuses on problems associated with the management of capital budgets.

Program Development and Evaluation

PAD 745

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Views the role of evaluation in program creation, implementation and impact. Develops criteria, benchmarks and measures to assess the accountability, efficiency and effectiveness of a program. Involves students in the design, administration and presentation of an evaluation study.

Prerequisites: PAD 700 and PAD 715 or CRJ 715

Computer Applications in Public Policy and Management

PAD/CRJ 747

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Focuses on the role of quantitative tools in decision making and operations. Examines the impact of computers on organizations and employees. Surveys the concepts and techniques associated with computer-aided decision making and management. Presents cases in which students apply computer and quantitative skills to problem solving and policy making.

Project Management

PAD 748

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

Explores the management of major one-time tasks — a special event, emergency response and large scale investigation of study. Examines the special managerial tools and studies as well as the challenges that apply to managing one-time assignments, particularly where teams are involved.

Public Sector Accounting and Auditing II

PAD 749

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

A second course in forensic accounting and auditing, with emphasis on the audit of financial statements. Topics include methods and skills associated with auditing, including report writing, sampling and analytical tests and risk assessment. Special attention is given to methods of examination relating to prevention and detection of fraud.

Prerequisite: PAD 742

Security of Information and Technology

PAD/CRJ 750

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Surveys organizational responses to risk associated with the integrity of information and technology. Reviews the legal basis for privacy

and security of information. Presents methods and procedures for the assessment of risk, and examines strategies for mitigation of risk involving operational procedure, software and hardware.

Investigative Techniques

PAD/CRJ 754

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Focuses on the discovery and documentation of corrupt practices in politics and administration. Provides an overview of the public employee's obligations and rights and of the laws and regulations governing criminal investigations. Illustrates themes with case studies of white collar crimes and scandals involving public officials.

Writing for Management

CRJ/PAD 755

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Designed to develop the writing skills needed for public service and administration as well as for graduate-level seminars. Training and practice in management correspondence, proposals, directives, reports, abstracts and job applications.

Ethics, Integrity and Accountability

(Formerly Ethics for Public Administrators)

PAD 758

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Explores the role of ethics in the public service. Identifies and analyzes ethical issues through the use of case studies and critical incidents. Examines codes of ethics and other policies designed to guarantee that public officials and employees faithfully discharge their duties and fulfill their fiduciary obligations to the public.

Court Administration

PAD 760

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Examines the management of judicial processes in the United States. Reviews the constitutional status of the judiciary, the operation of the judiciary within the criminal justice system and the role played by courts in civil disputes. Explores the strategic and logistical problems facing the court system and the existing mechanisms for addressing these problems. Considers the efficiency, effectiveness, and consequences of recent innovations in arraignment, calendaring and judicial assignments.

Prerequisite: PAD 700

Cases and Techniques in Quantitative Policy

Analysis

PAD 770

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED FALL SEMESTER)

Applies economic models to public policy decisions. Reviews econometric modeling, cost-benefit analysis and input-output models.

Prerequisites: PAD 715

Capstone Seminar

PAD 771

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED EVERY SEMESTER)

Requires students to apply the knowledge and skills they have gained during their MPA graduate study to a semester-long project chosen by the student in consultation with the faculty member directing the seminar.

Prerequisites: PAD 715, and either PAD 739 or PAD 758

International Inspection and Oversight

PAD 772

30 HOURS PLUS CONFERENCES, 3 CREDITS. (OFFERED SPRING SEMESTER)

Surveys the role and function of inspection and oversight in international organizations and in the implementation of international agreements. Examines implementation in such settings of techniques of internal investigation, policy oversight and operational auditing.

Internship

PAD/CRJ 780-781

REQUIRES 300 INTERNSHIP HOURS PER SEMESTER AND SEMINAR SESSIONS. 3 CREDITS. (OFFERED EVERY SUMMER SEMESTER)

Students intern in a government agency or nonprofit organization and meet once a week in seminar to integrate the student's internship experience with the assigned readings for classroom discussion.

While all students will benefit from gaining substantive work experience in their particular area of interest, pre-service students are especially encouraged to complete an internship. Placement is arranged by instructor in consultation with the individual students.

Requires 300 internship hours per semester and weekly seminar sessions.

SUMMER SESSIONS

Summer sessions provide a limited number of courses for students who wish to enroll. Although the sessions are condensed, summer courses are equivalent in content, credit and classroom time to the courses offered during the regular academic year. Students are generally limited to taking two courses per semester. Requests to take more than two courses must be submitted to the Dean of Graduate Studies. Students enrolled in summer sessions are eligible to take advantage of a variety of college services as well as John Jay's state-of-the-art cardiovascular fitness center and athletic facilities.

The Summer Schedule of classes is usually available online after the spring break. For additional information concerning summer sessions, contact the Office of Graduate Studies, [212.237.8423](tel:212.237.8423).

3 CERTIFICATES OFFERED

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
OFFERS CERTIFICATES
IN THREE FIELDS OF STUDY

ADVANCED CERTIFICATE IN FORENSIC
ACCOUNTING

MA CERTIFICATE IN TERRORISM

POSTGRADUATE CERTIFICATE IN FORENSIC
PSYCHOLOGY

These certificate programs complement a master's degree program as well as enhance the academic and professional body of knowledge in both the criminal justice and the public service fields. Each program is intended to meet the special needs of pre-career, in-career and second-career students.

MA CERTIFICATE IN TERRORISM

Credits 9

Program Coordinator/Adviser: Professor Charles Strozier

The Center on Terrorism, in collaboration with the Office of Graduate Studies, offers an interdisciplinary MA Certificate Program in the Study of Terrorism. Students from all disciplines are welcome. We believe the program to be the first of its kind in the nation and an outstanding educational opportunity at a college already recognized nationally as the leading institution in criminal justice.

Upon successful completion of the MA degree and the requirements of the program, students will be granted a certificate by the College honoring their work and recognizing their knowledge. Completion of the program will also be noted on the student's transcript.

Requirements for the Certificate Program

The program requirements are 1) successful completion of three designated courses, earning a B or higher and 2) participation in the Friday Seminar Series for two full semesters meeting the attendance requirement. Undergraduate students do not qualify for this certificate.

The core experience of the certificate program is participation in the Friday Seminar Series. These seminars that meet on alternate Fridays during the academic year are open to the public and discussion is wide-ranging, but students in the certificate program must attend regularly. **Attendance is mandatory**, any student who misses more than one Friday seminar during the academic year must attend a make-up session.

Courses Offered Fall 2010

CRJ 729 Drugs, Crime and the Criminal Justice System
 CRJ 744 Terrorism and Politics
 CRJ 796 Homeland Security and International Relations

Criminal Justice Courses (previously offered)

CRJ 746 Terrorism and Apocalyptic Violence
 CRJ 765 Social Movements: Revolution and Terrorism
 CRJ 789 Violence Across the Globe

Electives are also offered under the Forensic Science, Forensic Psychology and Public Administration Programs

The certificate can only be earned in conjunction with a master's degree (or after an MA/MS is obtained). It cannot be earned independently.

POSTGRADUATE CERTIFICATE IN FORENSIC PSYCHOLOGY

Program Director: Professor James Wulach

This is a state-registered Postgraduate Certificate Program in Forensic Psychology, within the Psychology Department MA programs at John Jay College of Criminal Justice, CUNY. Students receiving the certificate after 18 credits will be credentialed with postgraduate documentation of coursework within one of the following six forensic psychology tracks:

- Psychological Assessment and Forensic Psychology
- Family Violence and Victims
- Forensic Counseling and Psychotherapy
- Research in Forensic Psychology
- Selected Topics in Forensic Psychology
- Forensic Psychological Assessment and Testimony

This certificate has been developed to permit applicants with a clinical graduate degree to receive additional forensic training and focus in the subspecialty of their choice.

The postgraduate certificate is designed primarily for those applicants who have already received a master's or a doctoral degree in psychology, social work, counseling, or a related field.

The postgraduate certificate is not designed to lead to licensure in any of the mental health professions. However, students who have applied for licensure and have been requested by state licensing boards to take additional courses may find some of these courses available in the certificate program.

Degree Requirements

The program will seek individuals who have the academic background, ability, and motivation to receive postgraduate training in forensic psychology. Admission to the program will be based

upon the following criteria, which will be interpreted flexibly to take into account individual experiences and situations:

- A bachelor's degree, with an undergraduate GPA of 3.0; and
- A graduate degree in psychology, social work, or counseling. (Graduates with other degrees will be considered, on an individual basis, but they must then have a minimum of 18 psychology credits in their undergraduate and graduate coursework).
- Articulate personal statement that supports the applicant's request for admission to the certificate program.
- Appropriate letters of recommendation that consider the individual's intellect, character, maturity, judgment and interpersonal skills.
- Research Track applicants must be accepted by a psychology department research mentor, in addition to the program coordinator.
- Mental health job or externship experience will be an asset for admission, but not required.

Students must maintain a 3.0 grade point average and perform satisfactorily in all practicum and fieldwork counseling courses to complete the Certificate Program.

Credits 18

The following course sequences describe the **six available tracks** that will be offered within the Postgraduate Program

- **Psychological Assessment and Forensic Psychology**
 Psychology 700 Mental Health Professionals, Social Science and the Law
 Psychology 734 Criminal Psychological Assessment *or*
 Psychology 754 Advanced Forensic Assessment
 Psychology 751 Intellectual and Cognitive Assessment
 Psychology 752 Projective Personality Assessment
 Psychology 753 Objective Personality Assessment

Psychology 761 Clinical Interviewing and Assessment

- **Family Violence and Victims**

Psychology 700 Mental Health Professionals, Social Science and the Law

Psychology 702Victimology

Psychology 708 Crisis Intervention and Short-term Counseling

Psychology 742 Family Violence and Disputes

Psychology 761 Clinical Interviewing and Assessment

- **Forensic Counseling and Psychotherapy**

Psychology 700 Mental Health Professionals, Social Science and the Law

Psychology 707/Criminal Justice 707 Counseling and Rehabilitation of the Offender

Psychology 708 Crisis Intervention and Short-term Counseling

Psychology 716 Assessment and Counseling of the Juvenile Offender

Psychology 722 Evaluation and Counseling of the Sex Offender

Psychology 761 Clinical Interviewing and Assessment *or*

Psychology 730 Ethical Issues in Forensic Mental Health

- **Research in Forensic Psychology**

Psychology 700 Mental Health Professionals, Social Science and the Law

Psychology 722Evaluation and Counseling of the Sex Offender

Psychology 718 Social Science Evidence in Court

Psychology 727 Eyewitness Identification

Psychology738 Advanced Research Methods

Psychology 794 Independent Study (Research Paper)

- **Selected Topics in Forensic Psychology**

Psychology 700 Mental Health Professionals, Social Science and the Law

Psychology 701Psychology of Criminal Behavior *or* Elective

Psychology 707/Criminal Justice 707 Counseling and Rehabilitation of the Offender *or* Elective

Psychology 722Evaluation and Counseling of the Sex Offender

Psychology 705Victimology *or* Psychology 742 Family Violence and Disputes *or* Elective

Psychology 730 Ethical Issues in Forensic Mental Health *or* Elective*

- **Forensic Psychological Assessment and Testimony * ****

Psychology 700Mental Health Professionals, Social Science and the Law *

Psychology 701Psychology of Criminal Behavior

Psychology 715 Research Design and Methods*

Psychology 722 Evaluation and Counseling of the Sex Offender *or* Psychology 716 Assessment and Counseling of the Juvenile Offender **

Psychology 734 Criminal Psychological Assessment

Psychology 745Psychopathology *

Psychology 751 Intellectual and Cognitive Assessment *or*

Psychology 752 Projective Personality Assessment *or*

Psychology 753 Objective Personality Assessment

Psychology 754 Advanced Forensic Assessment

Psychology 769 Intermediate Statistics in the Social Sciences

** These three courses must be taken within the first 24 credits of the program.*

*Select two psychological testing courses**:*

Psychology 734 Criminal Psychological Assessment

Psychology 751 Intellectual and Cognitive Assessment

Psychology 752 Projective Personality Assessment

Psychology 753 Objective Personality Assessment

Psychology 779 Brain and Behavior

***Psychology 745 is a prerequisite for all testing courses.*

Select one course:

Psychology 731 Human Growth and Development

Psychology 741 Theories of Personality and Counseling

Select one course:

Psychology 760 Counseling and Psychotherapy Methods

Psychology 761 Clinical Interviewing and Assessment

Forensic Psychology Electives

Subtotal: 9-15

All psychology courses numbered 800-899 also satisfy forensic psychology elective distribution requirements.

Psychology 701 Psychology of Criminal Behavior

Psychology 703 Violence and Aggression

Psychology 705 Victimology

Psychology 707/Criminal Justice 707 Counseling and Rehabilitation of the Offender

Psychology 708 Crisis Intervention and Short-term Counseling

Psychology 714 Alcoholism and Substance Abuse

Psychology 716 Assessment and Counseling of the Juvenile Offender

Psychology 718 Social Science Evidence in Court

Psychology 720 Social Psychology and the Legal System

Psychology 722 Evaluation and Counseling of the Sex Offender

Psychology 726 Mental Health Issues in Policing

Psychology 727 Eyewitness Identification

Psychology 729 Terrorism

Psychology 730 Ethical Issues in Forensic Mental Health

Psychology 734 Criminal Psychological Assessment

Psychology 742 Family Violence and Disputes

Psychology 754 Advanced Forensic Assessment

Psychology 764 Hypnosis, Psychology and the Law

Psychology 766 Personality Profiles of the Homicidal Offender

Psychology 779 Brain and Behavior

Psychology 791 Forensic Psychology Prospectus Seminar

For additional information about the Postgraduate Certificate, please contact: Professor James Wulach at Jwulach@jjay.cuny.edu.

ADVANCED CERTIFICATE IN FORENSIC ACCOUNTING

Director: Professor Randall LaSalle

The educational goal of the Advanced Certificate Program is to prepare students for professional careers in accounting with special focus on the investigation of fraud. The curriculum is designed to meet the content standards of the Association of Inspectors General, and the coursework requirements of CPA 150.

The student will receive the Advanced Certificate in Forensic Accounting upon completion of the additional requirements of the certificate as specified in the Official Program of Study, including the four required courses, and the two additional required courses within the MPA Program, and any other requirements necessary to satisfy CPA 150.

Information concerning admission to the certificate program and a summary of the curriculum is available on pages 22-23 of Chapter 1 in this bulletin.

4 DOCTORAL PROGRAMS

CRIMINAL JUSTICE

FORENSIC PSYCHOLOGY

DOCTORAL PROGRAM IN CRIMINAL JUSTICE

The Doctoral Program in Criminal Justice of The City University of New York at John Jay College offers an interdisciplinary education in the fields of criminal justice, criminology and forensic science. The program prepares students for careers of scholarship and teaching in criminal justice and related areas.

Students receive rigorous training in four core areas: criminological theory, forensic psychology, criminal justice policy, and criminal law. All students develop a concentration in at least one of these areas as well as a firm grounding in social science research methods and statistics. They may also take courses in international/comparative criminal justice, and inspection and oversight as well.

The program requires at least 60 credits of coursework with three comprehensive examinations. It culminates in a dissertation in the area of a student's interest.

A special program in forensic science is offered that includes courses on criminalistics, spectroscopy, toxicology, serology, and genetic-marker identification. State-of-the-art equipment is available for such training.

The nearly 80-member faculty of the Doctoral Program in Criminal Justice include professors trained in a wide range of academic disciplines including anthropology, history, law, philosophy, political science, public administration, psychology, and sociology. The forensic science specialization is taught by a combination of professors of biology, biochemistry, and chemistry. While classes in the program are held at John Jay College, students may also take courses in other related doctoral programs of the CUNY Graduate Center.

The doctoral program admits 12 full-time and up to 4 part-time students each year, with courses offered in the late afternoon or evening. Since full-time students take a rigorous set of required classes in their first year, they usually are not employed outside during the first year of study. Full-time students are offered a full stipend (about \$13,500) and full tuition for at least the first four years

of their studies. Individuals who expect to remain employed in criminal justice or related fields but have already completed master's degrees are encouraged to apply for part-time admission.

For additional information about the Doctoral Program in Criminal Justice and application instructions, call **212.237.8988** or e-mail: pgiovine@jjay.cuny.edu.

For more information about the forensic science subprogram, call **212.237.6891** or e-mail: tkubic@jjay.cuny.edu.

DOCTORAL PROGRAM IN FORENSIC PSYCHOLOGY

The Doctoral Program in Forensic Psychology of The City University of New York at John Jay College of Criminal Justice is a doctoral subprogram within CUNY's PhD Program in Psychology. The subprogram consists of two tracks of study:

Clinical and Experimental Forensic Psychology

The educational experience for both tracks is based on the scientist-practitioner model of doctoral education in psychology. This model has been adopted widely by PhD programs in clinical psychology nationwide. It places equal emphasis on research training as well as clinical preparation. The program's goals are to:

- Prepare students to develop and conduct independent research in the field of psychology
- Prepare students to assume academic positions and leading roles in psychology
- Provide students a critical perspective on the legal system
- Enable students to develop and analyze psychologically-informed public policy relevant to legal settings

The experimental track trains students to generate knowledge at the intersection of psychology and law as academicians and applied researchers. The track is designed with an emphasis on research training, drawing on areas of psychology such as social, cognitive, industrial/organizational and experimental psychology, decision and policy sciences, evaluation research methods and clinical forensic psychology.

The clinical track program educates students to provide professional psychological services in a variety of clinical settings and to contribute to the development of knowledge in the field of clinical

psychology. Specialized training is also available on the application of clinical psychology to the criminal and civil justice systems. This program of study has approval as a licensure-eligible doctoral program from The City University of New York and the New York State Education Department.

The faculty of the Doctoral Program in Forensic Psychology represent a wide range of academic disciplines, specializations, and areas of expertise within all core areas of psychology, with special expertise in criminal and civil forensic psychology.

For additional information about the Doctoral Program in Forensic Psychology, call **212.484.1311** or e-mail: rblotner@jjay.cuny.edu.

5 ACADEMIC RESOURCES

ACADEMIC RESOURCES

Academic Resources at John Jay include Academic Facilities, Academic Advisement Services, and Academic Support Services.

ACADEMIC FACILITIES

The 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. The Library's print resources are supplemented by more than 6 million volumes of books in 20 separate CUNY libraries.

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 – Thursday and during the day on Friday and Saturday.

ACADEMIC ADVISEMENT SERVICES

Graduate students are encouraged to consult regularly with their program directors and members of the faculty regarding course and program requirements, academic progress and plans for study in graduate and professional schools.

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.

Professional 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

212.237.8569

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.

Collegiate Science and Technology Entry Program (CSTEP)

Chairperson of the Science Department

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.

Louis Stokes Alliance for Minority Participation (LSAMP)

Chairperson of the Science Department

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.

Office of 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.

In addition, the office sponsors an annual career fair attended by recruiters from criminal justice and public administration agencies, private corporations, nonprofit foundations, graduate schools and law schools.

6 ADMISSION AND REGISTRATION

Admission and Registration

Graduate application forms may be obtained in person at the College Office of Graduate Admissions, by calling **212.237.8863** or by using the online application found on the College home page at **www.jjay.cuny.edu**

The Office of Graduate Admissions address is:

John Jay College of Criminal Justice
Office of Graduate Admissions
Room 1101N
445 West 59th Street
New York, New York 10019
212.237.8863

John Jay is authorized under federal law to enroll international students. All applicants must meet the academic requirements outlined in this chapter. Prospective students who wish to meet with an admissions counselor to discuss graduate programs should contact the Office of Graduate Admissions to schedule an appointment.

REQUIREMENTS FOR ADMISSION

General Requirements

The Office of Graduate Admissions and individual graduate program directors render the admissions decision based on an evaluation of the overall academic potential of applicants. Many factors are considered to assess this potential. Applicants should submit all documentation to allow a proper evaluation of their record of accomplishments and leadership ability. Applicants may apply before obtaining the baccalaureate degree, but they must have received the undergraduate degree prior to commencing graduate study.

All applicants must submit:

- A non-refundable fee of \$125.00 in the form of a check or money order made payable to “**John Jay College**” (**do not send cash**) must accompany your application for admission. John Jay College alumni are waived from the application fee.
- Completed Application: sections 1-8 including data survey form
- References in sealed envelopes
- Personal statement
- Official Transcripts in a sealed envelope
- Appropriate Test Scores if required (GRE), (TOEFL)

Applicants to the Criminal Justice, Forensic Computing, Forensic Psychology, Forensic Science and International Crime and Justice programs must also submit:

- Scores on the aptitude test of the Graduate Record Examination (GRE). For information and arrangements to take the test, applicants may write to the Graduate Admissions Office, obtain information via the Internet at www.ets.org, or contact the Educational Testing Service at **1.609.771.7670**.

Applicants to the Public Administration and Protection Management programs whose prior academic experience is below a B average are encouraged to supplement their applications with standardized test scores such as the GRE and the LSAT. Applicants with earned

master’s degrees, who have taken the GRE within the last seven years and who have achieved the required score for admission to graduate programs requiring the GRE, do not have to re-test. Applicants with earned master’s degrees, who have not taken the GRE, who scored below the required score or whose GRE scores are older than seven years, have to take the GRE. The LSAT may substitute for the GRE for some graduate programs.

Applicants who have not studied in English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL). John Jay College’s code number is 2115. The minimum acceptable TOEFL scores are 550 for the paper-based test, 213 for the computer-based test and 79-80 for the Internet-based test.

Special Requirements

1. Knowledge of statistics is required of all MA, MS and MPA candidates except for those applying to the Graduate Program in Protection Management. It is a specific prerequisite for Criminal Justice 715, Public Administration 715, and Psychology 715. A student admitted conditionally, without an undergraduate course in statistics, must fulfill this requirement within the first year of entering the program. Having taken an equivalent course approved by the Committee on Graduate Admissions, or having demonstrated proficiency through a qualifying examination are other options to fulfilling this prerequisite. No graduate credit is given for meeting this requirement.
2. For matriculation in the program leading to the Master of Public Administration and the Master of Public Administration-Inspector General applicants must have a minimum undergraduate cumulative grade point average of 3.0 (“B”) based on the complete record of undergraduate study. Applicants should have completed 18 undergraduate credits in the social sciences.
3. For matriculation in the programs leading to the Master of Arts in Forensic Psychology and the Master of Arts in Forensic Mental Health Counseling, applicants must have a minimum

undergraduate cumulative grade point average of 3.0 (“B”) and a combined GRE score of 1000 or higher. Applicants must have successfully completed the following undergraduate coursework: 24 credit hours of social sciences, 12 of which are in psychology, plus Experimental Psychology (or Research Design) and Statistical Methods. An applicant who meets the admission requirements, except for the courses in Statistics and Experimental Psychology can be accepted on the condition these undergraduate requirements are completed during the first year of the program.

4. The Master of Science in Forensic Science is designed for students who possess the equivalent of a baccalaureate degree in forensic science, chemistry, or a related scientific field. Applicants must have a minimum undergraduate cumulative grade point average of 3.0 (“B”) and a combined GRE score of 1100 or higher. At minimum, applicants should have successfully completed the following undergraduate coursework: one year of general chemistry, one year of organic chemistry, one year of calculus, one year of physics, one semester of biochemistry, and one semester of physical chemistry. Students may be conditionally accepted with deficiency in any one of the last three courses provided that the course is successfully completed within the first two semesters of the MS program. Students who are deficient in several courses should contact the Program Director, Dr. Margaret Wallace at mawallace@jjay.cuny.edu/ 212.237.8492 to discuss the option of taking courses as a non- or second- degree undergraduate student.
5. For matriculation in the program leading to the Master of Science in Forensic Computing, applicants must have a minimum cumulative undergraduate grade point average of 3.0 (“B”) and a GRE preferred combined score of 1000 or higher. Applicants should have also completed courses in data structures and algorithms, an object-oriented computing language, and operating system fundamentals, as well as a year of calculus and a mathematics course in probability and statistics. An applicant who meets the admission requirements,

except for the courses in Statistics, can be accepted on the condition this undergraduate requirement is completed during the first year of the program.

6. For matriculation in the International Crime and Justice Program, applicants must have 18 credits in the social, behavioral or political sciences, including an undergraduate economics course. In addition, applicants must have a proficiency in a foreign language. Please contact Professor Rosemary Barberet at **212.237.8676**, rbarberet@jjay.cuny.edu to discuss the foreign language degree requirement.

Admission Status

There are two categories of graduate students — matriculated and matriculated-with-conditions.

An applicant may be admitted to graduate work without regard to residence or citizenship under one of two categories.

1. Fully matriculated students: those who have fulfilled all general and special admissions requirements.
2. Matriculated-with-conditions: students whose undergraduate training is deficient, but who have otherwise qualified for admission.

Full-Time/Part-Time Status

A full-time student registers for 12 credits/four courses. A part-time student registers for fewer than 12 credits. Program directors may give permission for students to register for 15 credits.. For F-1 visa students, full-time enrollment is registration for 9 credits. .

APPLICATION DEADLINE DATES:

Completed applications are to be submitted to the Office of Graduate Admissions, 445 West 59th Street, New York, NY 10019.

Program of Study	Fall Semester	Spring Semester
Forensic Science	March 15	Students are not admitted in the Spring
Forensic Computing	April 30	November 1
International Crime and Justice		Students are not admitted in the Spring
Protection Management		November 1
Forensic Mental Health Counseling	May 7	November 1
Forensic Psychology		
Criminal Justice	May 15	November 1
Public Administration	June 30	November 1

For **international students**, applications for the Forensic Science Program are to be submitted by March 1. For all other programs the deadline for submission of applications for the fall semester is April 1. For the spring semester, the deadline is November 1.

There is no guarantee that admissions decisions regarding late applicants will be made in time to permit immediate enrollment. Applicants are thus strongly encouraged to apply as early as possible and before the deadline has passed.

Reactivation

Reactivation of an application for admission by students who have been admitted but have failed to register for classes will proceed as follows: no fee will be charged for reactivation requests for the next semester. After one semester, students must pay the \$125 application fee, and have their record reevaluated based on current requirements. Applicants may not request more than two reactivations. Deadlines for students reapplying are the same as those for new applicants. Reactivated applications will be subject to any changes in the admissions requirements.

Transfer of Credits

Matriculated students may apply for up to 12 transfer credits for prior graduate work at accredited colleges, provided the courses were completed with a grade of B or higher within an appropriate time preceding the time of application. Courses taken more than seven years preceding the time of graduate application for admission will be accepted only in exceptional circumstances.

Credits must be approved by the program director of the respective degree program. Students must list the courses taken at the other institution(s) and also submit the course description from the college catalog. A request for transfer of credit should be filed during the first semester a student attends the graduate program. Forms must be submitted to the Office of Graduate Admissions, 445 West 59th Street, New York, NY 10019.

External Credit

Upon approval of the Office of Graduate Studies and the Registrar's Office, matriculated students may be granted up to 3 credits for completion of nonacademic credit training programs external to John Jay College of Criminal Justice. These credits are included within the 12 transfer credits permitted for matriculated students.

Determination of the acceptability of external coursework for master's degree credit shall be made by the appropriate graduate program director and the Dean of Graduate Studies and based upon substantial documentation. Please note that graduate credit for non-academic training is rarely given. Contact the Office of Graduate Studies for more information at **212.237.8423**.

Application for Change of Degree

Matriculated students, who are seeking to change their degree program must fulfill the admissions requirements for the new program. Graduate students changing their degree program to Forensic Mental Health Counseling must file a new graduate application with the Office of Graduate Admissions. The program director of the new program must approve the change of degree and

transfer of courses from previous degree by signing the Change of Degree application. The Change of Degree application which has been approved by the program director must be submitted to the Office of Graduate Admissions: 445 West 59th Street, New York, NY 10019.

Readmission

Graduate students who have not registered for one or more semesters must apply for readmission.

- If the student was in good standing with a grade point average of 3.0 or better, the Registrar's Office processes and approves the application.
- If the student was not in good standing with a grade point average below a 3.0, the Dean of Graduate Studies must approve or deny the application for readmission.
- If the student has passed the degree limit term, he/she cannot be readmitted. Any exceptions to this must be based on very compelling extenuating circumstances and must be approved by the Dean of Graduate Studies.
- If the student was dismissed from a graduate program and would like to be considered for readmission, he/she must submit a written appeal to the Dean of Graduate Studies. If the dismissal appeal is successful, the student will be readmitted with probationary conditions.

All applications for readmission and other correspondence must first be submitted to the Registrar's Office. Students will be notified by the Registrar's Office when a decision has been made.

A fee of \$10 is charged for readmission.

REGISTRATION

General Procedures

Students register using the eSIMS, the College's online registration tool. New graduate students must attend an orientation immediately preceding the semester when they begin their studies. The date, time,

and location of the orientation are stated in the online Schedule of Classes.

A fee of \$15 is charged for late registration. Tuition and fees are payable at the time of registration. All registration is subject to the limits of course availability and to sufficiency of enrollment.

The Schedule of Classes, listing class meeting hours and instructors, is available in the preceding spring for the fall semester and in early November for the spring semester online via the College's website: www.jjay.cuny.edu. It also contains registration and enrollment policies and procedures.

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.

Immunization Requirements

To attend college in New York State, proof of immunization is required prior to registration. John Jay College ensures that students comply with New York State Public Health Laws. This law requires that all new college students, born on or after January 1, 1957, provide proof of immunization for measles, mumps and rubella (MMR). Please contact the John Jay College Health Office for further information: healthoffice@jjay.cuny.edu.

Late Registration

Students who register for courses during late registration 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 may be reviewed in the Office of Graduate Studies, enabling late registrants to purchase texts and complete first- and second-week assignments.

Independent Study

In addition to engaging in formal coursework, graduate students may enroll in an independent study under the direction of a faculty mentor, which consists of student-initiated projects and directed readings related to their specific master's program. Independent study enables students to pursue a specialized topic and assists in achieving competence in self-directed learning. Students are limited to one independent study course (3 credits) during their graduate program. To register for an independent study course a student must have completed 12 graduate credits with a minimum index of 3.30 and obtained the approval of a full-time faculty member who will serve as mentor. Students must also complete the Independent Study Request Form, which is available in the Registrar's Office and the Office of Graduate Studies.

Permit Students

All City University of New York permit students must apply via the ePermit system at www.jjay.cuny.edu. John Jay College graduate students wishing to enroll in courses at other colleges of The City University of New York may do so with the permission of the appropriate graduate program director or the Dean of Graduate Studies and the appropriate authority at the other institution. These courses, upon satisfactory completion, will be credited toward the degree. Grades received for graduate courses at other colleges are computed in the student's grade point average.

Students from other colleges of The City University wishing to enroll in graduate courses at John Jay may do so on recommendation of their college and with the approval of the Dean of Graduate Studies. At the time of registration, they must file a statement from the registrar of their college certifying to their matriculation in the graduate program and giving them permission to pursue specific graduate courses at John Jay.

Resignation and Change of Program

A student who is unable to meet attendance requirements may, by written application, request permission to resign from a course. Appropriate forms are available at the One Stop service counter in the North Hall Building, 445 West 59th Street at the corner of Tenth Avenue.

Before the first day of the semester and during the Program Adjustment Period (the first three weeks of the semester), all resignations will be processed in accordance with the College's change of program procedures under which courses may be dropped and added.

Refunds will be made according to the refund schedule listed on page 93.

Beginning with the fourth week and continuing through the tenth week of the semester, students may resign without academic penalty by filing an Application for Resignation, signed by the instructor or the Dean of Graduate Studies. The final date of this period is published in the Academic Calendar each semester.

Requests to resign after the tenth week must be filed at One Stop and must include the signature of the instructor as well as medical, occupational, psychological, or other appropriate documentation. Such resignations must be approved by the Vice President for Enrollment Management. If approval is denied and the student does not complete the course in question, he or she receives a grade of WU, which is the equivalent of an F.

In rare circumstances, students can apply for a retroactive resignation from courses taken in the previous semester. However, such resignation must be for all courses taken in that semester and must be based on special hardships, substantiated by appropriate documentation. Under no circumstances will a retroactive resignation from an entire semester be allowed more than once in a student's graduate course of study. Applications for retroactive resignation may be obtained at One Stop. All resignations are subject to final authorization by the Registrar.

7 ACADEMIC STANDARDS

ACADEMIC STANDARDS

Student Responsibilities

Students are responsible for fulfilling all admission, program, degree and graduation requirements. Students are responsible for adhering to college deadlines, attendance dates, and rules and regulations published in this graduate bulletin. Students are also responsible for knowing and abiding by the college regulations that appear in other official publications and those posted on the bulletin board of the Office of the Registrar.

Change of Address

Students must notify the Registrar of any change of address by filing an official Change of Address form available at the One Stop service counter. Failure to submit this form may result in the loss or delay in delivery of important correspondence.

Enforcement and Appeal

The Registrar is responsible for enforcing all academic rules. Appeals from enforcement of rules and regulations should be addressed to the Dean of Graduate Studies.

GENERAL REGULATIONS

Credit Load

Full-time graduate students normally register for 12 credits per semester; part-time students normally take 6 credits per semester. Students employed full-time are advised to limit themselves to no more than 6 credits per semester. Students matriculated-with-conditions are expected to take 6 credits per semester. In exceptional circumstances, students may exceed or fall short of these limits with the permission of a graduate program director or the Dean of Graduate Studies.

No student may register for more than 60 graduate credits during their graduate course of study at John Jay without the approval of the Dean of Graduate Studies and the Vice President for Enrollment Management, and then may only register for courses needed for graduation. In addition, no student may register for more than 15 credits in a given semester without the approval of the Dean of Graduate Studies.

Time Limit

All master's degree requirements in a specific program must be completed within eight years of the date of entrance into that program. A student may refrain from matriculating for no more than four semesters within this eight-year period. Any exceptions to this rule must be based on very compelling extenuating circumstances and must be approved by the Dean of Graduate Studies or the Vice President for Enrollment Management.

Class Attendance

Class attendance and participation are factors in assessing student performance. Faculty will advise students at the beginning of the semester of attendance requirements.

Readmission

A student in good standing (i.e., with a GPA above 3.0), who has not registered for one or more semesters is required to file an application for readmission. This application is available from the One Stop: (<http://johnjay.jjay.cuny.edu/os/>) online forms. Students will receive a letter advising them of the decision and a registration appointment.

A readmission fee of \$10, payable by check or money order, is required for the processing of the application. Readmitted students may be subject to changes in curricular requirements instituted since their last term of attendance. Students who left the College with a GPA below 3.0 may apply for reinstatement, but are not assured of acceptance.

Maintenance of Matriculation

Students must register for courses (i.e., maintain matriculation status), in the semester in which they file for and obtain their degree.

Students not taking courses should register to maintain matriculation (MAM 791) in order to remain on the active rolls of John Jay.

Students who have not maintained active status for one semester or more must apply for readmission.

In order to comply with CUNY Board of Trustees reporting and funding requirements, all maintenance of matriculation fees must be received by the end of the second week of classes.

ACADEMIC INTEGRITY

Note: The information that follows is excerpted from the CUNY Policy on Academic Integrity.

For the complete text of the John Jay College Policy on Academic Integrity, including sanctions, see the Appendix of this bulletin. For the complete text of the CUNY Policy on Academic Integrity, see the Appendix.

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

Grade	Explanation	Numerical Value
A	Excellent	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
F	Failure	0.0
	Unsuccessful completion of course	
P	Pass	-
INC	Incomplete	-

Please note that no grade can be eliminated from a grade point average by retaking a course.

Grades for Courses not Completed

Grade of F

An F grade is used for students who have been doing unsatisfactory work and who resign from a course after the tenth week of the semester. (For the exact date in any given semester, please see “Last Day to Resign Without Academic Penalty” in the Academic Calendar on the John Jay website: www.jjay.cuny.edu.) This grade may also be awarded for excessive absences, or for very unsatisfactory work, or for student withdrawal without official approval. The grade of F on the graduate level cannot be eliminated by retaking the course and remains permanently a part of the student’s grade point average. However, if the F grade was received for a required course, the student must retake the course.

Grade of INC (Incomplete)

A grade of INC is given in lieu of a grade only in exceptional circumstances for students who have been doing satisfactory work and have been unable to complete course requirements. Students who receive an Incomplete must fulfill their academic obligation within one calendar year of the end of the semester in which the grade of Incomplete is given. In extraordinary circumstances and with the approval of the Dean of Graduate Studies or the Vice President for Enrollment Management, the time limit may be extended one additional year. Incompletes unresolved in the above-mentioned time period become permanent entries in students’ records as an Incomplete (no-credit) and may not be changed thereafter. A maximum of three grades of Incomplete may be converted to regular grades during the course of a student’s enrollment in graduate studies at John Jay College. In rare circumstances, more than three grades of Incomplete may be converted to regular grades with the approval of the Dean of Graduate Studies or the Vice President for Enrollment Management.

Incomplete grades that are not resolved within the above-mentioned time period become permanent Incompletes. Such grades will not be

counted in the student grade point average. No credit is awarded for Incompletes that have not been appropriately resolved.

Grade of W (Withdrawal)

This grade indicates withdrawal with permission of the Registrar while students are doing satisfactory work. Normally this can be done only through the tenth week of the semester. This withdrawal is without academic prejudice.

Graduate students who receive loans or other forms of federal financial assistance should check with the Financial Aid Office before withdrawing from courses.

Grade of WN (Withdrawal – Did not attend)

This grade is calculated the same as an F grade and is assigned by the instructor when the instructor has no record of the student being in the course for the semester.

Pass/Fail Option

Graduate students taking undergraduate courses to remedy deficiencies, such as STA 250 or PSY 311, may take them on a pass/fail basis. Application for the Pass/Fail Option must be made at the Office of the Registrar before the conclusion of the second week of classes or at the end of the first week of classes in Summer Session. Once granted, this option is irrevocable. Grades received for a Pass/Fail Option are not computed in the grade point average.

Grade Point Average

The grade point average is computed by multiplying the numerical value of grades A, A–, B+, B, B–, C+, C– and F (see page 89) 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 accumulated credits to yield the grade point average.

Graduate Dean's List

To qualify for the Graduate Dean's List a graduate student must have completed 12 credits earned during one academic year (including the preceding summer) and maintained a 3.70 grade point average. For example, to be on the Dean's List in Fall 2010, completed coursework would include Summer 2009, Fall 2009 and Spring 2010. Eligibility is coordinated through the offices of the Dean of Graduate Studies, the Vice President for Student Development and the Vice President for Enrollment Management. Graduate students placed on the Dean's List will have an appropriate notation made on their Permanent Record in the Office of the Registrar.

Dismissal and Probation

Graduate students must maintain a 3.0 average. All student transcripts are reviewed after each semester. A student whose grade point average falls below 3.0 is subject to dismissal or probation. Those placed on probation should discuss their standing with their program director or the Dean of Graduate Studies.

Note: BA/MA students must maintain a 3.5 average to remain in the program. A student whose grade point average falls below 3.5 is subject to removal from the program.

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- and F.

Application for Change of Final Grade

To appeal a final grade, a student should first meet with the faculty member to discuss the final grade. If the instructor agrees that the grade should be changed, the instructor can make the change on the appropriate forms provided by the Registrar's Office. These forms

must then be countersigned by the Dean of Graduate Studies and returned to the Registrar's Office for entry on the student's record.

Appeal for Change of Final Grade

In the event that the faculty member reaffirms the final grade, students who question the grade should see their program director. If this does not resolve matters, students have a right to appeal to the Dean of Graduate Studies, who will appoint a three-member subcommittee of the Committee on Graduate Studies to hear the appeal. The faculty member will be notified of the appeal and will be requested to respond in writing to the Committee on Graduate Studies. The appeal should include reasons for the request for change of grade and any supporting documentation. It is the responsibility of the student to provide sufficient copies of the appeal, as requested, 14 days prior to the scheduled hearing date. The student and faculty member have the right to make a brief presentation before the subcommittee. The decision of the full subcommittee, if unanimous, is final and will be communicated in writing by the Dean of Graduate Studies to the student, the faculty member, the Vice President for Enrollment Management and the subcommittee. If the decision is not unanimous, either party may appeal to the Committee on Graduate Studies whose decision will be final.

RETENTION STANDARDS

Students must maintain an overall average of B or better in their courses. If they fail to maintain a cumulative scholastic index of 3.0, they may be dismissed.

If, after completing 12 credits, matriculants-with-conditions achieve an overall average of B or better and have met all other admissions requirements, they become matriculants and are considered degree candidates.

Graduation

Requirements

Candidates for graduation must have all degree requirements completed by the end of the semester in which they plan to graduate. An Incomplete grade in a course will result in removal from the list of graduates. Students will also be barred from graduation if they have outstanding Lloyd George Sealy Library or CUNY Interlibrary fines.

Application

An Application for Graduate Degree must be filed in the Office of the Registrar according to the date listed in the Academic Calendar. This application is obtained from the One Stop website:

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

Commencement

Participation in the annual spring commencement ceremony is accorded students who have been awarded the master's degree the previous August or February and students who are certified by the Registrar's Office to complete their degree requirements by the end of that spring semester. Students planning to complete their degree requirements at the end of the Summer Session may not participate in the commencement held the previous spring. Rather, they may take part in the commencement held the following spring.

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.

Current Rate Schedule

New York State Residents

Full-time Student..... \$3680 per semester (12 credits)

Part-time Student.....\$310 per credit hour (fewer than 12 credits)

plus \$65 for each additional contact hour in excess of credit hour

Out-of-State Residents\$575 per credit hour

NOTES:

A New York State resident student is one who has had his or her 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 in which the residency determination is made. Such student must state his or her intention to permanently live and maintain his or her principal abode in New York State. The College may require appropriate documentation to verify residency status.

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

Resignations

In the case of resignation from a course or courses during the semester the following rate schedule applies:

Resignation filed before the first day of classes **100 percent reduction in tuition liability**

Resignation filed within the first week of classes **75 percent reduction in tuition liability**

Resignation filed within the second week of classes **50 percent reduction in tuition liability**

Resignation filed within the third week of classes **25 percent reduction in tuition liability**

Resignation (withdrawal) filed after the third week of classes **no reduction in tuition liability**

The Summer Sessions 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 are withdrawn or registration is 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 be 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 and 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 application 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.

FEES

Consolidated Fee

All students per semester/session 15.00

Student Activity Fee

Full- and part-time students per semester/session

Full-time 30.35

Part-time 30.35

Technology Fee

Full-time students per semester/session \$100.00

Part-time students per semester/session \$50.00

Miscellaneous Fees

Payment of the following fees must be made either by check or money order.

Application for Admission \$125.00

Change of Program \$18.00

Duplicate Diploma \$15.00

Duplicate I.D. \$5.00

Late Registration \$25.00

Maintenance of Matriculation

New York State Resident \$150.00

Out-of-State Resident \$250.00

Payment Reprocessing \$15.00

Reactivation of Application for Admission \$125.00

Readmission \$10.00

Thesis Binding (two copies) \$30.00

Transcript of Record \$7.00

Financial Aid Office

John Jay College of Criminal Justice

Room 1280

445 West 59th Street

New York, New York 10019

212.237.8151

Email: Financialaid@jjay.cuny.edu

Hours: Monday – Thursday 9:00 AM – 4:45 PM

Friday: closed

Evening hours by appointment and at One Stop Student Service Center (North Hall Lobby)

ONE STOP

212.663.7867

<http://jstop.jjay.cuny.edu/index.php>

North Hall Lobby

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 – 6:45 PM.

Check the academic calendar at www.jjay.cuny.edu for dates when classes are not in session.

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 Financial Aid Office.

APPLICATION PROCEDURES

The City University of New York uses the Free Application for Federal Student Aid (FAFSA). This application is available online at fafsa.ed.gov. The CUNY John Jay Federal ID number (**002693**) is needed to complete the application and ensure that all information is sent to John Jay electronically.

Applications for financial aid must be filed each year. Students will receive a reply when their application is processed. If there is a problem with inconsistent or insufficient data, Social Security number, citizenship, Immigration and Naturalization status, or Selected Service status, the student will be notified by a separate letter and must come to the Financial Aid Office 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.

GRANTS

TAP (Tuition Assistance Program)

TAP is a New York State tuition grant program available to state residents who are full-time matriculated students. Awards range from \$37.50 to \$275 per semester. Graduate and professional students may receive an additional four years of TAP. Eligible students can receive a maximum of eight years of combined undergraduate/graduate assistance.

Federal Work Study

Any full-time or part-time (at least 6 credits per semester) matriculated student who can demonstrate financial need may be eligible for a part-time job either on or off campus through this federal financial aid program. 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 permission of the

Financial Aid Office. The hourly pay rate ranges from \$7.25 to \$10 and is determined by the Financial Aid Office based on a combination of the job location (on or off campus) and the description of the job.

LOANS

Students who wish to apply for a Federal Direct Loan must first file a FAFSA application and a Federal Direct Loan Request Form. First-time applicants must also complete a Direct Loan Entrance Counseling form at www.dlsonline.com and a Master Promissory Note at <http://dlenote.gov>. It is necessary to have a PIN number to sign the promissory note. Students must sign up for a PIN at www.pin.ed.gov. Links to all loan websites are available on the John Jay College website (www.jjay.cuny.edu) under "Financial Aid."

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. Loans are awarded according to need and repayment begins nine months after graduation or termination of college attendance.

William D. Ford Federal Direct Loan Program (Subsidized)

A low-interest loan program that helps students meet the cost of a graduate education, the 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 six months after graduation or termination of college attendance and have a maximum of 10 years in which to pay the borrowed funds. The annual interest rate is fixed at 6.8 percent; currently, federal regulations require the deduction of a 1.5 percent origination fee from the face value of each loan. Graduate students may borrow \$8,500 each year. The aggregate total that may be borrowed through this program is \$65,500.

William D. Ford Federal Direct Loan Program (Unsubsidized)

These loans are available directly from the federal government to graduate students who need additional funds. Students may borrow up to \$11,500 per academic year. An origination fee of 1.5 percent of the loan amount is deducted from the amount borrowed. The interest rate is fixed at 6.8 percent. Two repayment options for interest are available. Students may begin repayment while still attending school by paying the interest, with repayment of the principal deferred until after graduation or termination of attendance, or, interest may be added to the principal, with repayment of the principal and interest deferred until after graduation or termination of attendance. The aggregate total that may be borrowed from this program is \$138,500 including undergraduate loans.

Graduate PLUS Loan

The Graduate PLUS Loan, a low-interest, federally backed student loan, guaranteed by the U.S. government, like its undergraduate counterpart, can be used to pay for the total cost of education less any aid a student has already been awarded. Also like the undergraduate version, eligibility for the Graduate PLUS Loan is largely dependent on the borrower's credit rating and history, as opposed to the purely financial need-based Graduate Direct Loan. The annual interest rate is fixed at 7.9 percent.

Alternative Loans

These loans of last resort are private lender loans for students who may not be eligible for Federal Direct Student Loans or for students who are eligible and need additional funds to help meet additional educational expenses including tuition and housing. The amount that a student may borrow is limited to the "cost of attendance" as determined by federal approved standard budgets. All applicants are subject to credit review and/or may require a co-signer. Students who do not have eligible citizenship status for federal financial aid

may borrow an Alternative Loan if they have a co-signer with eligible citizenship status. Interest is variable and may be as high as 18 percent-21percent.

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 Selected Reserve or National Guard entitles an individual to \$1321.00 per month basic benefits for 36 months or the equivalent in part-time training.

Montgomery G.I. Bill - Selected Reserve (Chapter 1606)

Under Chapter 1606, individuals who are satisfactorily participating in required training or who are fulfilling an obligated service of not less than six years in the Selected Reserve are eligible for benefits. Eligible reservists are entitled to \$329 per month to a maximum of 36 months of educational assistance, or the equivalent in part-time training.

Montgomery G.I. Bill - Reserve Educational Assistance Program (REAP) (Chapter 1607)

REAP was established as a part of the Ronald W. Reagan National Defense Authorization Act for Fiscal Year 2005. It is a new Department of Defense education benefit program designed to provide educational assistance to members of the Reserve components called or ordered to active duty in response to a war or national emergency (contingency operation) as declared by the President or Congress. This new program makes certain reservists who were activated for at least 90 days after September 11, 2001 either eligible for education benefits or eligible for increased benefits.

Montgomery G.I. Bill – Survivor’s and Dependent’s Educational Assistance Program (DEA) (Chapter 35)

DEA provides education benefits and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to a service-related condition, or who died while on active duty or as a result of a service-related condition. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs, apprenticeship, and on-the-job training. A spouse may take a correspondence course. Remedial, deficiency, and refresher courses may be approved under certain circumstances by the Veterans Administration.

Chapter 33 (Post-9/11 G.I. Bill)

The Post - 9/11 GI Bill is a new education benefit program for individuals who served on active duty on or after September 11, 2001.

Veterans Tuition Awards

Veterans Tuition Awards (VTA) are available to New York State residents who served in Indochina between December 22, 1961 and March 7, 1975; Persian Gulf on or after August 2, 1990 and Afghanistan during hostilities on or after September 11, 2001.

Veterans are eligible for up to \$1,000 for full-time or \$500 for part-time study each semester at in-state, degree-granting institutions or approved vocational programs.

New York vets must first complete both the Free Application for Federal Student Aid (FAFSA) and the New York State Tuition Assistance Program (TAP) applications.

Questions regarding Veterans Benefits may be directed to the Financial Aid Office.

TUITIONPAY MONTHLY PAYMENT PLAN

1-866-267-CUNY or www.TuitionPay.com/cuny

The City University of New York and John Jay College have developed a monthly payment plan to help students finance their education. Under this plan, students pay their tuition in monthly installments. There is no interest, no finance charges, only a low annual enrollment fee. Information is available at the Financial Aid Office, by phone or online.

ACADEMIC REQUIREMENTS FOR STATE AID (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

A student’s total points must be considered when determining graduate eligibility. Undergraduate payments are counted towards program pursuit for graduate students. Therefore, if a graduate student is attending the same college as he/she received his/her undergraduate degree from, he/she must have completed the appropriate percentage of the last semester’s coursework as an undergraduate according to where the student was on the pursuit chart for that semester. If the student is not attending the same college, he/she is treated as a transfer student and therefore is eligible for the first graduate award. When the graduate full-time course load is not comprised of credits, (e.g. clinical practicum courses) college documentation recording a student’s demonstrated program pursuit must support a student’s continued eligibility.

Rate of Progress

Graduate students must maintain a 2.0 average for the first two payments; by the second payment a student must have accumulated 6

credits. For this payment a student must have a 2.5 grade point average and have accumulated 12 credits. For the fourth payment a student must have a 2.75 grade point average and have accumulated 21 credits. For the fifth and subsequent payments, a student must maintain a 3.0 grade point average. In addition, a student must have accumulated 30 credits to receive the 5th payment, 45 credits for the 6th payment, 60 credits for the 7th payment and 75 credits for the 8th payment.

ACADEMIC REQUIREMENTS FOR TITLE IV FINANCIAL AID

To be considered to be making satisfactory academic progress toward a degree, a graduate student must meet the GPA required for good academic standing at the institution (3.0 or better). The student must also:

- accumulate credits toward the degree greater than or equal to two-thirds the cumulative credits attempted at the institution;
- not have attempted more than 150 percent of the credits normally required 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 extenuating circumstances 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 Financial Aid Office.

WITHDRAWALS AND THE RETURN OF TITLE IV FUNDS

As part of the Higher Education Amendments of 1998, Congress passed new provisions governing what happens to a student's federal financial assistance if a student completely withdraws from school in any semester. The policy covers all federal loan programs, including Federal Perkins Loan and Federal Direct Loans, but does not affect Federal Work Study.

During the first 60 percent of the term, students earn Title IV funds in proportion to the time they are enrolled. If a student receives more aid than he/she earned, the unearned portion must be returned to the Department of Education. If a student receives less aid than the amount earned, he/she may be eligible for a late disbursement. The new law assumes that a student "earns" federal financial aid awards directly in proportion to the number of days of the term the student attends classes. 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 Department of Education. If, on the other hand, the student receives (or the College receives on the student's behalf) less assistance than has been earned, the student may be able to receive those additional funds.

The portion of 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 the student completed before withdrawing from classes. For example, if a student completes 30 percent of the semester, the student earns 30 percent of the assistance the student was originally scheduled to receive. This means that 70 percent of the scheduled awards remain unearned and must be returned to the federal government.

Once a student has completed more than 60 percent of the semester, the student can be said to have earned all (100 percent) of the student's assistance. If a student completely withdraws (either officially or unofficially) before this point, the student may have to return any unearned federal funds that may have already been disbursed.

If a student has received excess funds that must be returned, the College shares with the student the responsibility of returning those excess funds. The College 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 unearned funds.

If the College is not required to return all the excess funds, the student must return the remaining amount. Any loan funds that a student must return must be repaid according to the terms of the student's promissory note. If a student must return any grant funds, the law provides that the amount to be repaid be to be reduced by 50 percent. This means that the student only has to return half of any excess funds he/she receives.

Any amount that a student has to return 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. The student must complete these arrangements within 45 days of the date of the College's notifying him/her of the student's overpayment status or risk losing eligibility for further federal financial assistance.

STUDENT LIFE

Student Body

John Jay's exemplary student body of 15,000 includes almost 2,000 graduate students. While the majority of John Jay's graduate students are New Yorkers, this number also includes students from all 50 states and over 500 colleges worldwide. These students further enrich the College's ethnic diversity and broaden the perspectives that students bring to graduate studies. Most graduate students attend part-time. However, a significant percentage of them are full-time students.

The College also serves as an important center for graduate education for 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 56th 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 cafés 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 Museum of Natural History, the Cloisters and the Metropolitan Museum of Art, not to mention to Times Square, Broadway and even out to Coney Island's boardwalk.

STUDENT SERVICES

The Jay Stop

<http://jstop.jjay.cuny.edu>

The Jay Stop, the new online student information center, is an interactive website addressing all areas of student life at John Jay College. Quick links provide access to key information, including academic planning, campus activities and a host of special features.

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. The office also supports 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.

Women's Center

212. 237.8184

The Women's Center supports student success by providing invaluable links between student-centered research, peer networking, educational programming and clinical intervention. The center provides education, outreach and activist opportunities on women's issues and gender justice. It also makes available direct services (crisis intervention, short-term and ongoing individual counseling, groups and referral services), educational programs (workshops, conferences, trainings), activities, and a safe space for women students and their allies. The center collaborates with groups inside and outside John Jay College to promote the physical, mental and sexual health of all students through activism and advocacy. It seeks to advance knowledge of gender equity and women's issues and the opportunities and barriers students can face on campus and in society.

Children's Center

212.237.8311

The Children's Center of John Jay College provides care during weekday classes for up to 55 children from six months through five years. The center is open during fall and spring semesters from 8:00 AM to 5:00 PM

Monday through Thursday, when classes are in session. It is also open Fridays from 9:00 AM to 3:30 PM. (Hours are subject to change.) A summer program with shorter hours is also available.

The center offers an educational program where children learn about themselves 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 College's Health Services Center is designed exclusively to meet the healthcare needs of John Jay students. Through accessible, high quality, cost-effective health activities and services, the office provides the highest quality health information to facilitate the physical, emotional, and social well-being of students.

The center is staffed by a health services director, a nurse coordinator, and a part-time nurse practitioner who ensures that students comply with New York State Public Health Laws for immunization of measles, mumps and rubella. In addition to primary care, women's health and nutritional care, the center also provides preventive healthcare, health education services, and promotes wellness initiatives throughout the campus. Where necessary, the Student Health Center makes referrals to low-cost medical centers/clinics, provides on-site health screenings, and dispenses over-the-counter medications.

The Office of Community Outreach and Service-Learning

646.557.4820

communityoutreach@jjay.cuny.edu

The Office of Community Outreach and Service-Learning works to connect John Jay College students to their neighboring communities and cultivate an awareness of community needs. The office encourages students to become civically engaged, which can be in the form of

individual volunteerism or organizational involvement. Student input is welcome.

Students, faculty and staff can become involved in their community by taking advantage of the numerous opportunities that the Office of Community Outreach provides. Recent projects have included the Fall 2009 Student G. Komen Race for the Cure, where John Jay was recognized with the award for the Largest College Delegation, and the "Treats for Troops" Campaign for which the office also raised over \$3,500 and sent 64 boxes (35 lbs each) overseas to dedicated U.S military personnel.

Medical Emergencies College Health Center

Monday – Friday, 9:00 AM – 5:00 PM

212.237.8052/8053

In a life-threatening emergency, dial 911 to reach New York City Emergency Medical Services.

For medical urgent needs when the center is closed, the Security Office should be notified ([212.237.8888](tel:212.237.8888)). An ambulance from Fast Care service of St. Luke's-Roosevelt Hospital will be provided. In the event of injury on campus or during off-campus activities, the incident must be reported to the Security Office (T-Building, Room 530) and then to the College Health Center (North Hall, Room 1292). The health director will direct students as to how to file the necessary accident insurance claim.

Office of Public Safety

Emergency Services Hot Line, [212.237.8888](tel:212.237.8888)

The Office of Public Safety responds to emergencies and 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): 212.237.4772

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.

Office of Accessibility Services

212.237.8031

The Office of Accessibility Services at John Jay College of Criminal Justice is committed to compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and other relevant state and federal legislation.

The mission of the Office of Accessibility Services, a department of the Division of Student Development, is to ensure that students with disabilities have equal access to all college programs, services and activities. Its objective is to see that students with disabilities are provided with an impactful learning experience. Every individual is challenged to be independent, responsible, problem-solvers and self-advocates in charge of their own lives.

The Office of Accessibility Services offers a wide range of services, which include but are not limited to, individual counseling, priority registration, orientation, special testing accommodations, readers, note takers, sign language interpreters, special adaptive equipment and other support services for students with disabilities.

Office of Student Relations

212.237.8871

The Office of Student Relations is committed to the values of student rights, equality and social justice.

Mission Statement

- 1) Investigate any student complaint regarding any aspect of student life.
- 2) Serve as an information resource on College policy and procedure as well as your rights and responsibilities.
- 3) Provide general guidance on where and to whom your complaints and inquiries may be appropriately directed.

Contact the Director of Student Relations if:

- You have a concern about any aspect of student life at the College.
- You are unsure about the policies, rights, procedures, and responsibilities that apply to your situation.
- You need someone to listen to your circumstances and to assist you in making appropriate choices.
- You feel that your educational experience has been adversely affected by the conduct and behavior of another person.

CAREER DEVELOPMENT SERVICES

The Career Development Center

The Career Development Center (CDC) provides students with the information and skills required for successful job placement. The staff assists students with résumé 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.

The CDC assists students in making a successful transition from college into their chosen profession. The center provides a well-balanced variety of onsite and online direct services, educational programs, and resource materials for all students and alumni.

Students who visit the Career Development Center can expect to receive the following services:

Career Information

The Career Development Center's library serves as an additional resource for students in their transition to the world of work. The shelves contain an assortment of graduate and professional school practice tests, digital videodiscs (DVDs), occupational guides and other resources that cover a range of topics (e.g., self-esteem, seeking employment opportunities, developing workplace skills). The library is available to all traditional and non-traditional John Jay students and alumni.

Several career development workshops (e.g., résumé and cover letter writing, dress for success) are held throughout the year.

Career Advising

Career advisers help students develop their personal, educational, and career goals through an integration of academic and career choices. They provide students with career resources and information to enable them to make wise and realistic academic and career decisions. In addition, career advisers help students learn how to acquire career information and to make decisions that will lead to the completion of a four-year degree and beyond as well as employment that is related to their academic concentration. Career advising websites are available to assist students with technology and informational literacy skills that are needed in the professional world.

Employment Services

Employment services assist students and alumni in their search for employment by providing access to full-time and part-time printed job announcements. Access is also provided to on-line job postings on **John Jay Careers Online** as delineated below. Students are given one-on-one consultations relative to all aspects of job search preparations in order to present themselves as effective employment prospects. Employment pamphlets and brochures, job applications and testing forms are available as provided by individual agencies and organizations. In addition, the On-campus Recruitment Program

is maintained where employers visit John Jay College to meet with students. Employment services also include developing and strengthening relationships with employers who are interested in providing work opportunities for students.

John Jay Careers Online:

<http://www.jjay.cuny.edu/1614.php>

- Provides students with 24-hour on-line access to the latest job openings, internships, co-ops, and volunteer and community service opportunities. These positions provide opportunities in the public and private sectors, non-profit organizations, federal, state and city agencies.
- Allows students to register for workshops and other professional development events.
- Enables students to post their résumé online for employers' perusal.
- Offers students the opportunity to view the Career Development Center events calendar.
- Helps alumni who may be interested in employment opportunities.
- Allows employers to post jobs and other career-related and professional networking opportunities.
- Assists employers who are interested in hiring John Jay students.

The Graduate Career Adviser

212.484.1302

The graduate career adviser offers a range of services to support and foster the development of graduate students in John Jay's eight master's programs. The office fosters training, consultation and other services to those students who are seeking professional experience in their various fields of study before completion of their degrees. The

goal of the Graduate Career Advising Office (GCA) is to help the College's graduate students organize a personalized career strategy and to secure competitive employment opportunities. The graduate career adviser is available to meet with graduate students on an individual basis for career consultations.

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 and Organizations

212.237.8698

More than 40 student clubs and organizations offer educational, cultural, philanthropic, social and recreational opportunities through a variety of meetings, films, concerts and lectures.

Listed below are some examples:

- **Academic clubs**
Student Technology Club, Economics Club, Debate Society, Forensic Science Society, Law Society and Public Administration Society

- **Cultural clubs**

African Students Association, Dominican Students Association, Chinese Club, Desi Club, Haitian Students Society, Muslim Students Association, and Hillel

- **Media clubs**

John Jay Sentinel, Theatrical Players, John Jay Radio and Yearbook

- **Social clubs**

GLBT Society, Law Enforcement Training Society, Martial Arts Society, Security Management Society, Inter Varsity Christian Fellowship, Universal Image Dance Group, Debonair Steppers, Urban Culture Commission, Idea and Matter Academy, Able Forces, Boxing Club and United Nations Students Association

- **Philanthropic clubs**

Community Service Association and Keep A Child Alive

Eligibility criteria for clubs and their governance are set forth in Section 9 of the Charter of the Student Government, available at www.jjay.cuny.edu under “Student Government” and 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

Department of Health and Physical Education

212.237.8399

Through the Department of Health and Physical Education, 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.

In fall of 2010, the department will introduce a minor in Health and Physical Education. The minor provides the coursework students may use to improve their personal health and physical fitness in conjunction with career preparation. It is designed to promote healthy lifestyle habits through the study and application of the wellness principles of nutrition, physical fitness and stress management, as well as the acquisition of physical activity skills.

Department of Athletics

212.237.8371

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.

The College is a Division III member of the National Collegiate Athletic Association (NCAA), 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.

For further information, please visit www.johnjayathletics.com.

Recreation and Intramural Programs

212.237.8367

The recreation and intramural activities provided by the Department of Athletics are an integral part of life at the College and are supported by student activity fees. The gymnasias, 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. Programs include special clubs that are devoted to karate and judo.

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 online at www.johnjayathletics.com.

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.johnjayathletics.com.

The Department of Health and Physical Education 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

212.237.8325/8698

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 Cleftones 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, DespoMagoni, 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.

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.

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 premier 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.

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 eight 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 Arts in International Crime and Justice
- 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 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 this Graduate Bulletin. For additional information, contact the Office of Graduate Studies at [212.237.8423](tel: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

- Culture and Deviance Studies
- Economics
- English
- Fire and Emergency Service
- Fire Science
- Forensic Psychology
- Forensic Science
- Gender Studies
- Global History
- Humanities and Justice
- International Criminal Justice
- Judicial Studies
- Legal Studies
- Police Studies
- Political Science
- 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, Latin American and Latina/o Studies 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 the undergraduate bulletin. For additional information, please contact the Office of the Dean for Undergraduate Studies at [212.237.8960](tel:212.237.8960).

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 are offered through the

- Continuing Education Program
- Criminal Justice Center
- Center for Modern Forensic Practice
- Center on Media, Crime and Justice
- Fire Science Institute
- John Jay Paralegal Certificate Program
- 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](tel: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
- Christian Regenhart Center for Emergency Response Studies
- Criminal Justice Center

- Criminal Justice Research and Evaluation Center
- CUNY Dispute Resolution Consortium
- Fire Science Institute
- Forensic Psychology Research Institute
- Institute for Criminal Justice Ethics
- John Jay Leadership Academy
- Prisoner Reentry Institute

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.

Alumni 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](tel:212.237.8547).

ADMINISTRATIVE OFFICERS

Jeremy Travis
President

Jane P. Bowers
*Provost and Senior Vice President, for
Academic Affairs*

Robert M. Pignatello
*Senior Vice President for Finance and
Administration*

Berenecea Johnson Eanes
Vice President for Student Development

Vivien Hoexter
*Vice President for Marketing and
Development*

Richard Saulnier
*Vice President for Enrollment
Management*

Rosemarie Maldonado
*Assistant Vice President and Counsel,
Office of the President*

James Llana
*Associate Provost for Institutional
Effectiveness*

Karen Terry
*Interim Associate Provost and Dean for
Research and Strategic Partnerships*

Jannette O. Domingo
Dean of Graduate Studies

Anne Lopes
Dean of Undergraduate Studies

Wayne Edwards
Dean of Students

THE CITY UNIVERSITY
OF NEW YORK
THE BOARD OF TRUSTEES

Benno C. Schmidt, Jr.
Chairperson

Valerie Lancaster Beal

Philip Alfonso Berry

Wellington Z. Chen

Rita DiMartino

Freida D. Foster

Joseph J. Lhota

Hugo M. Morales, MD

Peter S. Pantaleo

Kathleen M. Pesile

Carol A. Robles-Roman

Charles A. Shorter

Sam A. Sutton

Jeffrey S. Wiesenfeld

Cory Provost
(ex-officio)
University Student Senate

Manfred Philipp
(ex-officio)
Chairperson, University Faculty Senate

THE CHANCELLOR'S OFFICE

Matthew Goldstein
Chancellor

Allan H. Dobrin
*Executive Vice Chancellor and Chief
Operating Officer*

Alexandra W. Logue
*Executive Vice Chancellor and University
Provost*

Jay Hershenson
*Senior Vice Chancellor for University
Relations and Secretary of the Board of
Trustees*

Frederick P. Schaffer
*Senior Vice Chancellor for Legal Affairs
and General Counsel*

Marc V. Shaw
*Interim Senior Vice Chancellor for Budget
Finance and Financial Policy*

Peter G. Jordan
*Interim Vice Chancellor for Student
Affairs*

Pamela S. Silverblatt
Vice Chancellor for Labor Relations

Gillian Small
Vice Chancellor for Research

Gloriana B. Waters
*Vice Chancellor for Human Resources
Management*

Iris Weinsall
*Vice Chancellor for Facilities Planning,
Construction and Management*

Brian Cohen
*Associate Vice Chancellor and University
CIO*

Matthew Sapienza
*Associate Vice Chancellor for Budget and
Finance*

College & University Officers

COLLEGE PRESIDENTS

BARUCH COLLEGE

Stan Altman
Interim President

BROOKLYN COLLEGE

Karen L. Gould
President

CITY COLLEGE

Robert E. Paaswell
Interim President

MEDGAR EVERS COLLEGE

William L. Pollard
President

HUNTER COLLEGE

Jennifer J. Raab
President

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Jeremy Travis
President

LEHMAN COLLEGE

Ricardo R. Fernández
President

QUEENS COLLEGE

James L. Muyskens
President

THE COLLEGE OF STATEN ISLAND

Tomás D. Morales
President

YORK COLLEGE

Marcia V. Keizs
President

THE GRADUATE SCHOOL OF JOURNALISM

Stephen B. Shepard
Dean

THE GRADUATE CENTER

William P. Kelly
President

THE CITY UNIVERSITY SCHOOL OF LAW AT QUEENS COLLEGE

Michelle Anderson
Dean

THE CITY UNIVERSITY SCHOOL OF PUBLIC HEALTH

Kenneth Olden
Dean

MACAULAY HONORS COLLEGE

Ann Kirschner
Dean

SCHOOL OF PROFESSIONAL STUDIES

John Mogulescu
Dean

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

Antonio Pérez
President

BRONX COMMUNITY COLLEGE

Carolyn G. Williams
President

HOSTOS COMMUNITY COLLEGE

Félix B. Matos Rodríguez
President

KINGSBOROUGH COMMUNITY COLLEGE

Regina S. Peruggi
President

LAGUARDIA COMMUNITY COLLEGE

Gail O. Mellow
President

NEW YORK CITY COLLEGE OF TECHNOLOGY

Russell K. Hotzler
President

QUEENSBOROUGH COMMUNITY COLLEGE

Eduardo J. Marti
President

VICTORIA ABBOTT-PITCAVAGE

Director, Fire Science Institute, Office of Continuing and Professional Studies
BS, Manhattan College

ERIN ACKERMAN

Assistant Professor, Department of Political Science
BA, American University; PhD, The Johns Hopkins University

AMY ADAMCZYK

Assistant Professor, Department of Sociology
AAS, Fashion Institute of Technology, SUNY; 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; Chairperson
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 ADAMS

Professor, Department of Art and Music
BA, Tulane University; MA, Columbia University; MA, Teachers College, Columbia University; PhD, Columbia 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

HR Center Manager
BS, Empire State College;
MA, The City College of New York, CUNY

SCHEVALETTA M. ALFORD

Associate Professor, SEEK Department; Director/Chairperson
BA, York College, CUNY;
MA, New York University; EdD, Teachers College, Columbia University

VALERIE ALLEN

Professor, 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

GEORGE ANDREPOULOS

Professor, Department of Political Science; Director, Center on International Human Rights
BA, University of Chicago; LLB, Cambridge University; JD, University of Athens; PhD, Cambridge University

JOAN ANTONICELLI

Registrar, Division of Enrollment Management
BS, St. Peter's College; MEd, Bernard M. Baruch College, CUNY

CARMEN APAZA

Assistant Professor, Department of Public Management
BS, Universidad Nacional Mayor de San Marcos; MA, Syracuse University; PhD, American University

BRIAN K. ARBOUR

Assistant Professor, Department of Political Science
BA, Pomona College; MA, PhD, University of Texas, 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 Political Science
BA, The Johns Hopkins University; MA, PhD, The University of Wisconsin, Madison

MALLEIDULID (MAGGIE) ARISMENDI

Assistant Director, Testing Office, Division of Enrollment Management
BS, York College, CUNY

JANA ARSOVSKA

Assistant Professor, Department of Sociology
BA, American College of Thessaloniki; MA, PhD, Catholic University of Leuven, Faculty of Law, Institute of Criminal Law

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

Director of Laboratory Facilities, Department of Sciences
BS, John Jay College of Criminal Justice, CUNY; MA, Brooklyn College, CUNY

SIMON BAATZ

Professor, Department of History
BA, University of York; MSc, Imperial College, University of London; AM, PhD, University of Pennsylvania

CHRISTINE BAERGA

Administrative Assistant to the Senior Vice President for Finance and Administration
BS, BS, Florida Gulf Coast University; MA, John Jay College of Criminal Justice, CUNY

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

ANDREA BALIS

Lecturer, Department of History
BA, University of Pennsylvania; MFA, New York University; MA, PhD, The Graduate Center, CUNY

ROSEMARY BARBERET

Associate Professor, Department of Sociology
AB, Georgetown University; MA, University of Massachusetts, Boston; PhD, University of Maryland

DALE BARLEBEN

Assistant Professor, Department of English
BC, BL, University of Alberta; MA, DPhil, University of Toronto

DAVID P. BARNET

Director of Educational Partnerships, Office of Undergraduate Studies
BA, Reed College; MA, PhD, The Johns Hopkins University

LUIS BARRIOS

Professor, Department of Latin American and Latina/o Studies
MDiv, New York Theological Seminary; STM, General Theological Seminary; PhD, Caribbean Center for Advanced Studies (Carlos Albizu University)

SETH BAUMRIN

Associate 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

ELENA BEHARRY

Counselor, Department of Counseling
MA, Manhattan College;
MS, PsyD, St. John's University

ELLEN H. BELCHER

Assistant Professor, Lloyd George Sealy
Library; Special Collections Librarian
BA, Drew University; MSLS, MA, MPhil,
Columbia University

WARREN BENTON

Professor, Department of Public Management;
Chairperson; 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

Associate Professor, Department of English
BA, Brandeis University; MFA, Brooklyn
College, CUNY

BENJAMIN BIERMAN

Assistant Professor, Department of Art and
Music
BA, Empire State College, SUNY; MA,
Brooklyn College, CUNY; PhD, The Graduate
Center, CUNY

MUCAHIT BILICI

Assistant Professor, Department of Sociology
BA, Bogazici University; MA, University of
Utah; MA, MA, University of Michigan, Ann
Arbor

MARTA BLADEK

Assistant Professor, Lloyd George Sealy Library
BA, Montclair State University; MA, The City
College of New York, CUNY; MP, The
Graduate School and University Center, CUNY;
MLIS, School of Communication, Information
and Library Studies; PhD, The Graduate Center,
CUNY

ROSELYN BLASSBERGER

Programmer Analyst, Department of
Information Technology
BS, Brooklyn College, CUNY

MICHAEL BLITZ

Professor, Department of English
BA, MA, PhD, The State University of New
York, 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 Political
Science
BA, University of Michigan, Ann Arbor; MA,
PhD, The Graduate School and University
Center, CUNY

HAI G 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,
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
Political Science
BA, PhD, Columbia University;
JD, Yale University

JANE P. BOWERS

Professor, Department of English; Provost,
Senior Vice President for Academic Affairs
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

NAROLLINE G BRAZOBAN

Enrollment Management Officer, Financial Aid
Office, Division of Enrollment Management
MA, 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, Lloyd George Sealy
Library; Reference Librarian
BA, Morris Brown College; MLS, Atlanta
University; MA, John Jay College of Criminal
Justice, CUNY

DAVID C. BROTHERTON

Professor, Department of Sociology;
Chairperson
BA, University of York, England; MA, PhD,
University of California, Santa Barbara

BETHANY BROWN

Assistant Professor, Department of Protection
Management
BA, Western Maryland College; MA,
University of Maryland, Baltimore County;

INEZ BROWN

Executive Associate, Office of the Provost
BBA, Howard University; MBA, George
Washington University

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

JOHN BRYK

Assistant Professor, Department of Mathematics
and Computer Science
BA, Williams College

ERICA BURLEIGH

Assistant Professor, Department of English
BA, Barnard College; MA, PhD, The Johns
Hopkins University

DARA J. BYRNE

Associate Professor, Department of
Communication and Theatre Arts
BA, MA, Carleton University; PhD, Howard
University

DENNIS CAMACHO

Director of Student Activities
BA, Hofstra University; MA, Teachers College,
Columbia University

ALEXA CAPELOTO

Assistant Professor, Department of English
BA, University of California, Berkeley;
MS, Graduate School of Journalism, Columbia
University

BETTINA CARBONELL

Associate Professor, Department of English
BA, MA, PhD, New York University

ANTHONY CARPI

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; EdD, St. John's University

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, Amherst;
MA, Boston University; PhD, The Graduate
School and University Center, CUNY

YOLANDA CASILLAS

Perkins Loan Coordinator, Financial Aid Office,
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

CLARA CASTRO-PONCE

Assistant Professor, Department of Foreign
Languages and Literatures
BA, University of Puerto Rico, Rio Piedras;
MA, PhD, Brown University

JAMES N. G. CAUTHEN

Associate Professor, Department of
Political Science
BA, University of North Carolina, Chapel Hill;
MA, University of Kentucky; JD, University of
Virginia; PhD, University of Kentucky

HELEN D. CEDENO

Director, Accounting, Audit and Compliance,
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

FIONA CHAN

Budget Manager, Office of Financial and
Business Services
BA, Bernard M. Baruch College, CUNY

KINYA CHANDLER

Director, Academic Financial Services,
Office of the Provost
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

PREETI CHAUHAN

Assistant Professor, Department of Psychology
BA, BS, University of Florida; MA, PhD,
University of Virginia

ENRIQUE CHAVEZ-ARVIZO

Associate Professor, Department of Philosophy
BSc, BSc, The University of Texas, El Paso;
MA, PhD, The University of Reading, England

SERGUEI CHELOUKHINE

Assistant Professor, Department of Law, Police
Science and Criminal Justice Administration
ME, Faculty of Political Economy and
Economics, Rostov State University, Russia;
MA, PhD, York University

SHU-YUAN CHENG

Assistant Professor, Department of Sciences
BS, Taipei Medical College; MS, PhD,
St. John's University

LILY E. CHRIST

Professor Emerita, Department of Mathematics
and Computer Science
BA, BS, University of Minnesota;
MA, Western Reserve University; EdD,
Columbia University

HYEWON CHUNG

Assistant Professor, Department of Psychology
BBA, Ewha Womans University; MA, PhD,
University of Texas, Austin

MALAINE CLARKE

Director of Health Services, Division of Student
Development
BA, MA, Herbert H. Lehman College, CUNY

TODD R. CLEAR

Distinguished Professor, Department of
Criminal Justice
BA, Anderson College; MA, PhD, The State
University of New York, 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

Professor Emeritus, Department of Public
Management
BA, Yale University; PhD, University of
Chicago

SHUKI COHEN

Assistant Professor, Department of Psychology
BS, Ben Gurion University; MA, New York
University; PhD, New York University

JEANNE-MARIE COL

Associate Professor, Department of Public
Management
BA, MA, University of California, Davis;
PhD, University of South Carolina

LORNA L. COLE

Administrative Coordinator, Department of
Counseling
MS, The City College of New York, 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; Acting Chairperson, Department
of Law, Police Science and Criminal Justice
Administration
BA, Pace University; MA, Hunter College,
CUNY; PhD, New York University

CHRISTEL COLON

Director of Human Resources
BA, Pace University; MPS, Stony Brook
University

MARY COLON

Executive Assistant to the Dean for Continuing and Professional Studies
BA, John Jay College of Criminal Justice, CUNY

RODDRICK A. COLVIN

Associate Professor, Department of Public Management
BA, Indiana University; MPA, Seattle University; PhD, The State University of New York, Albany

SHARICE CONWAY

Development Coordinator, Office of Marketing and Development
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

ALBERT COPPOLA

Assistant Professor, Department of English
BA, Yale University, MA, New York University; PhD, Fordham University

GLENN CORBETT

Associate Professor, Department of Protection Management; Chairperson
BA, John Jay College of Criminal Justice, CUNY; MEng, Worcester Polytechnic Institute

GEORGE CORREA

College Laboratory Technician, Audio-Visual Services

ANGELIQUE CORTHALS

Assistant Professor, Department of Sciences Lic., Université Libre de Bruxelles, Belgium; MPhil, University of Oxford, Merton College; DPhil, University of Oxford, St. Cross College

JUDITH COVERDALE

Deputy Bursar, Office of Financial and Business Services
BS, Iona College; MBA, University of Bridgeport

ANGELA M. CROSSMAN

Associate Professor, 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, 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 Public Safety
BS, MPA, John Jay College of Criminal Justice, CUNY; JD, Touro Law School

RICHARD CURTIS

Professor, Department of Anthropology; Chairperson
BA, University of Maine; MA, PhD, Columbia University

CHRISTINA CZECHOWICZ

Manager of Faculty Workload, Office of the Provost
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

YASMIN DALISAY

Lecturer, Department of English
BA, Brown University; MFA, Sarah Lawrence College

MICHAEL DAMON

Sports Information Director, Department of Athletics
AAS, Herkimer County Community College; BA, The State University of New York at Cortland

THOMAS DARDIS

Professor Emeritus, Department of English
BA, New York University; MA, PhD, Columbia University

EDWARD A. DAVENPORT

Professor, Department of English and SEEK Department
AB, AM, PhD, Harvard University

LYELL DAVIES

Assistant Professor, Department of Communication and Theatre Arts
ANCAD, BA, National College of Arts and Design; MA, Hunter College; MA, PhD, University of Rochester

CHRISTOPHER ACHILLE DAVIS

Director, Center for English Language Support
BA, University of California, Berkeley; MA, PhD, New York University

KOJO A. DEI

Assistant Professor, Department of Anthropology
BA, MA, Philipps Universität, West Germany; MPhil, PhD, Columbia University

VINCENT DEL CASTILLO

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

JAMES DE LORENZI

Assistant Professor, Department of History
BA, University of Texas, Austin; AM, PhD, University of Pennsylvania

ARIEL DEL ROSARIO

Coordinator of ONE STOP, Division of Enrollment Management
AAS, Morrisville State College; BS, 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

ANITA DEVARIE

Assistant to the Director of Undergraduate Admissions, Division of Enrollment Management
BS, John Jay College of Criminal Justice, CUNY

WILLIAM DEVINE

Director, Office of Graduate Admissions, Division of Enrollment Management
BA, St. Francis College; MA, New York University

GEERT DHONDT

Assistant Professor, Department of Economics
BS, Embry-Riddle Aeronautical University; PhD, University of Massachusetts, Amherst

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

STEPHANIE DIBRIENZA

Special Events Coordinator, Office of Marketing and Development
BA, Rider University

JAMES DI GIOVANNA

Assistant Professor, Department of Philosophy
BA, Wesleyan University; MA, PhD, Stony
Brook University

SANDRINE DIKAMBI

Coordinator of Undergraduate Programs and
Initiatives, Office of Undergraduate Studies
BA, The City College of New York, CUNY

PETER DODENHOFF

Editor, Office of Marketing and Development
BA, John Jay College of Criminal Justice,
CUNY

DANIEL 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, 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

Associate Professor, Department of African-
American Studies and Department of
Economics; Dean of Graduate Studies
BA, Swarthmore College; MA, McGill
University; MPhil, PhD, Columbia University

GREGORY DONALDSON

Associate Professor, Department of
Communication and Theatre Arts
BA, Brown University; MA, Fordham
University

JOHN A. DONARUMA

Associate Professor, Department of
Communication and Theatre Arts
BA, MA, Jersey City State College;
EdD, Fairleigh Dickinson University

MICHELE CONSTABILE DONEY

Coordinator, Math and Science Tutoring,
Office of Undergraduate Studies
BS, Michigan State University; MEd, Bernard
M. Baruch College, CUNY

RIMA R. DOUGLAS

Associate 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 Health and Physical
Education
BA, Columbia University

BATSHEVA DREISINGER

Associate Professor, Department of English
BA, Queens College, CUNY; MA, PhD,
Columbia University

MEGHAN DUFFY

Director, Center for the Advancement of Teaching
BA, The City University of New York;
MA, Brooklyn College, CUNY; MPhil, The
Graduate Center, CUNY

MATHIEU DUFOUR

Assistant Professor, Department of Economics
DEC, St. Lawrence College; BA, Laval
University; MA, University of British Columbia

JANICE DUNHAM

Associate Professor, Lloyd George Sealy
Library; Associate Librarian for Reader
Services
BA, MA, Hunter College, CUNY; MS,
Columbia University

ANILA SABIKO DURO

Executive Assistant to the
Dean of Graduate Studies
BA, MA, John Jay College of Criminal Justice,
CUNY

JENNIFER DYSART

Associate Professor, Department of Psychology
BA, St. Thomas University; MA, PhD, Queen's
University

BERENECEA JOHNSON EANES

Associate Professor, Department of Counseling;
Chairperson; Vice President for Student
Development
BS, Dillard University; MSW, Boston
University School of Social Work;
DPhil, Clark Atlanta University School of
Social Work

SULEMA EBRAHIM

Director, Special Projects, Division of
Enrollment Management
BA, MA, MA, The City College of New York,
CUNY

WAYNE EDWARDS

Dean of Students, Division of Student
Development
BA, MA, Hunter College, CUNY; MPhil, The
Graduate School and University Center, CUNY

NANCY EGAN

Associate Professor, Lloyd George Sealy
Library; Reference and Circulation Librarian
BS, Rider College; MLS, MALS, Queens
College, CUNY

MIRIAM EHRENSAFT

Associate Professor, Department of Psychology
BA, Queens University at Kingston, Canada;
MA, PhD, The State University at Stony Brook

MARGARET ANN ESCHER

Lecturer, Department of English
BA, St. John's College; MPhil, PhD, New York
University

MARCIA ESPARZA

Associate Professor, Department of Criminal
Justice
BA, Hunter College, CUNY; PhD, The State
University of New York, Albany

HERNANDO ESTEVEZ

Assistant Professor, Department of Philosophy
BA, Pontificia Universidad Javeriana and
Purdue University; MA, Indiana University;
PhD, DePaul University

ELI FABER

Professor Emeritus, Department of History
BA, MA, PhD, Columbia University

DIANA FALKENBACH

Associate Professor, Department of Psychology;
Director, Master of Arts in Forensic Psychology
Program
BA, Emory University; MS, Georgia State
University; PhD, University of South Florida

LISA FARRINGTON

Professor, Department of Art and Music;
Chairperson
BA, Howard University; MA, American
University; MA, PhD, The Graduate School and
University Center, CUNY

ABE FENSTER

Professor Emeritus, Department of Psychology
BBA, The City College of New York, CUNY;
MS, PhD, Columbia University

WANDA FERNANDOPULLE

Deputy Director for Career Advisement and
Graduate School Planning, 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

ROBERT A. FOX

Professor, Department of Health and Physical Education
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

Professor, Department of Criminal Justice; Deputy Executive Officer, Doctoral Program in Criminal Justice
BA, Brooklyn College, CUNY; MA, The State University of New York, Albany; JD, Brooklyn Law School; PhD, The State University of New York, Albany

LOUISE W. FREYMANN

Academic Adviser, Academic Advisement Center
BA, Wheaton College; MA, University of Michigan

DIANA FRIEDLAND

Associate Professor, Department of Sciences
BA, Hunter College, CUNY; MS, PhD, The Graduate School and University Center, CUNY

ROBERT T. FURST

Assistant Professor, Department of Anthropology
BBA, MA, The City College of New York, CUNY; PhD, New School for Social Research

JANE GALEHOUSE

Associate Director of Financial Aid, Division of Enrollment Management
BA, North Dakota State University

MICHELE GALIETTA

Associate Professor, Department of Psychology; Director, Doctoral Program in Forensic 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

Associate Professor, Department of Sociology
BA, University of Minnesota, Institute of Child Development; 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

GERALD GARVEY

Bursar, Office of Financial and Business Services
BA, Iona College

JAY GATES

Assistant Professor, Department of English
BA, Oberlin College; MA, University of Wisconsin, Madison; PhD, University of Wisconsin

KATIE GENTILE

Associate Professor, Department of Counseling; 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

JESSICA M. GIBBS

Admissions Counselor, Office of Undergraduate Admissions, Division of Enrollment Management
BA, John Jay College of Criminal Justice, CUNY

MARY GIBSON

Professor, Department of History
BA, Duke University; MA, PhD, Indiana University, Bloomington

P.J. (PATRICIA JOANN) GIBSON

Professor, Department of English
BA, Keuka College; MFA, Brandeis University

LIOR GIDEON

Associate 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

ELIZABETH GITTER

Professor Emerita, Department of English
BA, Wellesley College; MPhil, PhD, Yale University

CHRISTINE M. GIVENS

Counselor, Department of Counseling
PhD, Vanderbilt University

DEMIS GLASFORD

Assistant Professor, Department of Psychology
BA, University of Colorado, Boulder; MA, PhD, University of Connecticut

RICHARD L. GLOVER

Special Projects Coordinator, Office of Continuing and Professional Studies
BS, Boston University; MSSW, Columbia University

CHRISTINE GODEK

Executive Director of Communications, Office of Marketing and Development
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

WILLIAM GOTTDIENER

Associate 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; Co-Director, Master of Science in Forensic Computing Program
BS, Rensselaer Polytechnic Institute; MS, PhD, New York University

DOLORES GRANDE

Assistant Professor, Lloyd George Sealy Library; Serials Librarian
BA, College of Mt. St. Vincent; MLS, Pratt Institute; LLM, New York University Law School; JD, New York Law School

DONALD GRAY

Dean for Human Resources
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

REGINALD GRAYSON

Director of Special Projects, Office of the President
BS, Alabama A & M University; MS, MBA, New York University

AMY GREEN

Associate Professor, Department of Communication and Theatre Arts; Chairperson, Department of Interdisciplinary Studies
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

JESSICA GREENFIELD

Clinical Assistant, Women's Center
BA, Georgetown University; MSW, 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; Director, Master of Science in Protection Management Program
BS, Antioch College; MS, PhD, University of Washington

JENNIFER GROSCUP

Associate Professor, Department of Psychology
BA, Georgetown University; JD, PhD, University of Nebraska, Lincoln

JILLIAN GROSE-FIFER

Assistant Professor, Department of Psychology
BS, University of Aston, Birmingham; DOpt, British College of Optometrists; PhD, University of Aston, Birmingham

SALOMON GUAJARDO

Associate Professor, Department of Public Management
BA, University of California, Los Angeles; MPA, MEd, PhD, University of Pittsburgh

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, 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

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

LESLEY HANSEN

Lecturer, Department of English
BS, BA, BA, The University of Iowa; MA, MP, PhD, Columbia University

DEVIN G. HARNER

Assistant Professor, Department of English
BA, MA, PhD, University of Delaware

TERRENCE HARRIS

Director of 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 of Institutional Research
BA, Yale University; MS, University of Pennsylvania

RICHARD HAW

Associate Professor, Department of English
BA, Middlesex University, UK; MA, PhD, University of Leeds, UK

YI HE

Associate Professor, Department of Sciences
MEng, Shanghai Jiao Tong University; MSc, National University of Singapore; MPhil, PhD, The City University of New York

IRVIN HEARD

Lecturer, Department of Sciences
BS, Southern University; MS, Howard University

WILLIAM C. HEFFERNAN

Professor, Department of Criminal Justice; 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

ANISSA HELIE

Assistant Professor, Department of History
DEUG, BA, MA, DEA, Université de Provence; MA, The Hague; PhD, École Des Hautes Études en Sciences Sociales

KIMBERLY ADILLA HELMER

Assistant Professor, Department of English
BA, University of California, 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

Assistant Professor, 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; EdD,
Nova Southeastern University; PD, Richmond
College; PhD, The Graduate School and
University Center, CUNY

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

VIVIEN HOEXTER

Vice President for Marketing and Development
BA, Yale University; MBA, Wharton School,
University of Pennsylvania

JOAN HOFFMAN

Professor, Department of Economics; Chairperson
BA, Duke University; MA, PhD, The New
School for Social Research

VIELKA V. HOLNESS

Director, Pre Law Institute
BA, New York University; JD, University of
Michigan School of Law; Higher Education
Management Certificate, Harvard Graduate
School of Education; MPA, Columbia
University School of International and Public
Affairs

MARTIN HORN

Distinguished Lecturer, Department of Law,
Police Science and Criminal Justice
Administration
BA, Franklin & Marshall College; MA, John
Jay College of Criminal Justice, CUNY

ANN A. HUSE

Assistant Professor, Department of English
BA, Amherst College; MA, PhD, Washington
University, St. Louis

STANLEY INGBER

Professor, Department of Criminal Justice
BA, Brooklyn College, CUNY; JD, Yale Law
School

JACK JACOBS

Professor, Department of Political Science
BA, The State University of New York,
Binghamton; MA, MPhil, PhD, Columbia
University

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, 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, College Park; MS, John Jay College
of Criminal Justice, CUNY; MRP, PhD, Cornell
University

PING JI

Professor, Department of Mathematics and
Computer Science
BS, Tsinghua University; PhD, The University
of Massachusetts, Amherst

RAYMOND JIGGETTS

Server Administrator, Instructional Technology
Support Services
BS, John Jay College of Criminal Justice,
CUNY

CARLEEN JOHNSON

Federal Work Study Coordinator, Financial Aid
Office, 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

HUNTER JOHNSON

Assistant Professor, Department of Mathematics
and Computer Science
BA, Beloit College; MA, PhD, University of
Maryland

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

OLIVERA JOKIC

Assistant Professor, Department of English
BA, University of Novi Sad; MA, University of
Texas, Arlington; PhD, University of Michigan

DELORES JONES-BROWN

Professor, Department of Law, Police Science
and Criminal Justice Administration; 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, Newark

MAKEDA JORDAN

Special Assistant to the Chairperson and
Athletics Director, Department of Health and
Physical Education and Department of 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

DANIEL P. JUDA

Associate Professor, Department of Psychology
BA, University of California, Berkeley; MA,
PhD, The New School for Social Research

AGRON KACI

Coordinator of Blackboard Support Services

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,
Oneonta; MA, PhD, The New School University

SHAOBAI KAN

Assistant Professor, Department of Mathematics
and Computer Science
BS, MS, Tongji University; MA, PhD, Wayne
State University

MARLENE KANDEL

Assistant Professor, Lloyd George Sealy Library;
Coordinator of Technical Services; Cataloger
BA, University of Pennsylvania; MLS, Queens
College, CUNY; MA, Herbert H. Lehman
College, CUNY

SUSAN KANG

Assistant Professor, Department of Political
Science
BA, University of Illinois, Urbana-Champaign;
PhD, University of Minnesota, Twin Cities

LAWRENCE J. KAPLAN

Professor Emeritus, Department of Economics
BA, Brooklyn College, CUNY; MA, PhD,
Columbia University

KAREN KAPLOWITZ

Associate Professor, Department of English;
President of the Faculty Senate
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, Department of Health and Physical
Education; Head Women's Swim Team Coach
BS, The City College of New York, CUNY;
MA, New York University; MEd, EdD,
Teachers College, Columbia University

LIVIA KATZ

Lecturer, Department of English; Director of the
Writing Center
BA, Long Island University, Brooklyn; MA,
The Graduate School and University Center,
CUNY

ALLISON B. KAVEY

Associate Professor, Department of History;
Chairperson
BSc, Cornell University; PhD, The Johns
Hopkins University

LILA KAZEMIAN

Assistant Professor, Department of Sociology
BSc, MSc, Université de Montréal

HELEN KEIER

Blackboard Systems Administrator, Office of
Undergraduate Studies
BA, Lehman College, CUNY

PAUL M. KELLY

Transfer Coordinator, Office of Undergraduate
Admissions, Division of Enrollment Management
BS, Le Moyne College; MEd, EdD, Fordham
University

CATHERINE KEMP

Assistant Professor, Department of Philosophy
BA, Earlham College; MA, PhD, State
University at Stony Brook; JD, The University
of Texas School of Law

JERRYLE KEMP

Director of Alumni Relations, Office of
Marketing and Development
BA, Yale University; MBA, The Wharton
School, University of Pennsylvania; JD,
Harvard University

DAVID KENNEDY

Professor, Department of Criminal Justice;
Director, Center for Crime Prevention and
Control
BA, Swarthmore College

DENNIS JAY KENNEY

Professor, Department of Criminal Justice
BA, St. Leo College; MA, Rollins College;
PhD, Rutgers, The State University of New
Jersey

BILAL KHAN

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

Assistant Professor, Lloyd George Sealy Library;
Academic Director of Undergraduate Studies
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

Associate 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, Department of African-American
Studies
BA, MA, Hunter College, CUNY; MA, PhD,
New York University

MARIA KIRIAKOVA

Assistant Professor, Lloyd George Sealy Library;
Collection Development Librarian; Reference
Librarian
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 Criminal Justice;
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

Professor, Department of Sciences;
Chairperson; Science Adviser to the President
BS, MA, The City College of New York,
CUNY; PhD, The City University of New York

ALI KOCAK

Associate 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

NATALYA KOTSEK

College Lab Tech-Class, Department of Sciences
BA, John Jay College of Criminal Justice, CUNY

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;
Chairperson
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,
Urbana-Champaign

AMIT KUMAR

Assistant Professor, Department of Public
Management
MIB, University of Delhi; MP, School of
International Studies, Jawaharlal Nehru
University; PhD, School of Public Affairs,
American University, Washington DC

ANGELOS KYRIACOU

Associate Director of Undergraduate Admissions,
Division of Enrollment Management
AA, Borough of Manhattan Community
College, CUNY; BA, The City College of New
York, CUNY

NILSA LAM

Assistant Director of ONE STOP Services,
Division of Enrollment Management
BA, John Jay College of Criminal Justice,
CUNY; MS,Ed, Bernard M. Baruch College,
CUNY

DENIS LANE

Professor Emeritus, Department of English
BA, University of London; MA, PhD, New
York University

SANDRA LANZONE

Assistant Professor, Department of
Communication and Theatre Arts; Director of
Communication Skills
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 Health and Physical
Education
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 Criminal Justice
BA, Brooklyn College, CUNY; PhD, University
of Massachusetts; JD, Fordham University

CHRISTOPHER LAUDANDO

Admissions Counselor, Office of Undergraduate
Admissions, Division of Enrollment Management
BA, MA, The College of Staten Island, CUNY

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 Womens 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

JOHN LEEBENS

Assistant to the Vice President for Student
Development
BA, Denison University;
MSEd, Southern Illinois University

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, 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

Professor Emeritus, Department of Psychology
BA, University of Vermont; MA,
The New School for Social Research;
PhD, University of Vermont

JAMES P. LEVINE

Professor, Department of Criminal Justice;
Dean of Research
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

Associate Professor, Department of Counseling
BA, Morgan State University; MA, PhD,
Teachers College, Columbia University

RICHARD LI

Associate Professor, Department of Sciences
BM, Shanghai University; MS, University of
New Haven; MS, PhD, University of
Wisconsin, Madison

PATRICIA M. LICKLIDER

Associate Professor, Department of English
BA, Regis College; MA, PhD, Columbia
University

MICHAEL A. LIDDIE

Deputy Labor Designee, Office of Legal
Counsel
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,
Office of Legal Counsel
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;
MSW, Fordham University;
JD, Brooklyn Law School

THOMAS R. LITWACK

Professor, Department of Psychology
BA, Dartmouth College; PhD, JD, New York
University

ALEXANDER LONG

Assistant Professor, Department of English
BA, West Chester University; MFA, Western
Michigan University; MA, The Johns Hopkins
University; PhD, University of Delaware

ANNE LOPES

Professor, Department of Political Science;
Dean of Undergraduate Studies
BA, Ramapo College; MA, Goddard-
Cambridge, Goddard College;
PhD, Freie Universität, Berlin

CYRIACO LOPES-PEREIRA

Assistant Professor, Department of Art and Music
BFA, MFA, Federal University of Rio de
Janeiro, Brazil; MFA, University of Maryland,
Baltimore County

DIANA LOPEZ

Benefits Coordinator, Office of Human
Resources

SYLVIA LOPEZ

Director, Financial Aid Office, Division of
Student Development
BS, John Jay College of Criminal Justice,
CUNY

JENNIFER LORENZO

Development Assistant, Office of Marketing
and Development
BA, 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, 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;
Co-Director, Master of Science in Forensic
Computing Program
BA, University of South Florida; PhD, Yale
University

YI LU

Assistant Professor, Department of Public
Management
MPA, Truman School of Public Affairs,
University of Missouri-Columbia; PhD, School
of Public and International Affairs, University
of Georgia

JO-ALEJANDRA LUGO

Pell/Systems and Veterans Coordinator,
Financial Aid Office, 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

Professor Emeritus, Department of Psychology;
President Emeritus
BS, Fordham College; PhD, New York
University

JAMES LYNCH

Distinguished Professor, Department of
Criminal Justice
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; LLM,
University of Minnesota; MA, PhD, JD,
Rutgers, The State University of New Jersey

ROSALIE MACALUSO

Special Events Manager, Office of Marketing
and Development
BA, Hunter College, CUNY

AMIE MACDONALD

Associate Professor, Department of Philosophy;
Co-Chairperson
BA, Hamilton College; MA, PhD, University of
Massachusetts, Amherst

SUZETTE MAHATO

Enrollment Management Officer, Financial Aid
Office, Division of Enrollment Management
BA, MA, The City College of New York,
CUNY

VINCENT MAIORINO

Lecturer, Department of Health and Physical
Education; Rifle Coach
BBA, Hofstra University; MA, John Jay College
of Criminal Justice, CUNY

ANDREW MAJESKE

Associate Professor, Department of English
BA, John Carroll University; MA, Duquesne
University; JD, Loyola University;
PhD, University of California, Davis

SAMANTHA MAJIC

Assistant Professor, Department of Political
Science
BA, University of Toronto, Trinity College;
MA, York University; MA, PhD, Cornell
University

NIVEDITA MAJUMDAR

Assistant Professor, Department of English
MA, University of Delhi; PhD, University of
Florida

MAXWELL MAK

Assistant Professor, Department of
Political Science
BA, University of California, Davis; MA, PhD,
Stony Brook University

ROSEMARIE MALDONADO

Assistant Vice President and Counsel,
Office of the President
BA, Yale University; JD, University of
Pennsylvania School of Law

JAMES A. MALONE

Professor Emeritus, Department of Counseling
BA, University of Akron; MSW, Rutgers, The
State University of New Jersey; PhD, Union
Graduate School

RUBIE MALONE

Professor Emerita, SEEK Department
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,
Oneonta; MA, The University of Colorado,
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, Department of Criminal Justice; Chairperson
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, The State University of New York, Buffalo; PhD, The State University of New York

PETER MANUEL

Professor, Department of Art and Music
BA, MA, PhD, University of California, Los Angeles

ANTHONY MARCUS

Associate Professor, Department of Anthropology
BFA, New York University; PhD, The City University of New York

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

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; MEd, 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

KATHY MARTE

Administrative Coordinator, Department of Psychology
BS, MPA, John Jay College of Criminal Justice, CUNY

LORI LATRICE MARTIN

Assistant Professor, Department of African-American Studies
BA, Fordham University; MS, The State University of New York, Buffalo; PhD, The State University of New York, Albany

JOHN MATTESON

Professor, Department of English
AB, Princeton University; PhD, Columbia University; JD, Harvard University

MICHAEL MAXFIELD

Professor, Department of Criminal Justice
BA, Ohio State University; MA, PhD, Northwestern University

SILVIA MAZZULA

Assistant Professor, Department of Psychology
BS, MA, The College of New Jersey; MP, PhD, Teachers College, Columbia University

MARK McBETH

Associate Professor, 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 Marketing and Development
BA, Fordham University

MARY ANN McCLURE

Assistant Professor, Department of Philosophy
BA, MA, University of Memphis; PhD, The State University of New York, 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

ALLISON L. McDONALD

Director of Corporate and Foundation Relations, Office of Marketing and Development
BA, Barnard College; MA, Columbia University

G. ROGER MCDONALD

Lecturer, Department of Political Science
BA, Oberlin College; MA, The New School for Social Research

CHARLES McKENZIE

Assistant Professor, Department of English
BA, Arkansas Polytechnic; MFA, MA, PhD, The University of Arizona

ADAM McKIBBLE

Associate Professor, Department of English
BA, The State University of New York, Binghamton; MA, PhD, University of North Carolina, Chapel Hill

SHAVONNE McKIEVER

Executive Associate to the Vice President for Enrollment Management, Division of Enrollment Management
BS, John Jay College of Criminal Justice, CUNY

CAROLINE B. McMAHON

Administrative Director, Department of Protection Management
AS, BA, MPA-IG, John Jay College of Criminal Justice, CUNY

LITNA McNICKLE

Director, Honors, Awards and Special Opportunities
AS, BA, John Jay College of Criminal Justice, CUNY

RACHEL McTURSH

Enrollment Management Officer/Financial Aid, Financial Aid Office, 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

Professor, Department of Criminal Justice
BA, American University; MA, PhD, The State University of New York, Albany

SUSY MENDES

Deputy Director, Office of Sponsored Programs
BA, Iona College; MA, John Jay College of Criminal Justice, CUNY

CYNTHIA CALKINS MERCADO

Associate Professor, Department of Psychology
BA, The State University of New York, 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 Adviser, 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

SYLVIA MONTALBAN

Director of Affirmative Action and Assistant Counsel, Office of Legal Counsel
BA, Columbia College, Columbia University; JD, Hofstra University School of Law

DARIA MONTERO

Associate Professor, Department of Foreign Languages and Literatures
BA, PhD, University of Pennsylvania

JAYNE MOONEY

Associate Professor, Department of Sociology
BA, Middlesex University, UK; Postgrad Dip. in Research Methods, PhD, Middlesex University, UK

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, Financial Aid Office, Division of Enrollment Management
BS, York College, CUNY

JOSE LUIS MORIN

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, 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

CATHERINE MULDER

Assistant Professor, Department of Economics
BA, Stockton State College; MA, Temple University; PhD, University of Massachusetts

KATHERINE MUNET-PABON

Academic Adviser, Academic Advisement Center
BA, Columbia University

DAVID MUNNS

Assistant Professor, Department of History
BA, BS, Australian National University; MP, University of Sydney; PhD, The Johns Hopkins University

OLGA MURATOVA

Instructor, Department of Foreign Languages and Literatures
MA, Moscow University of Linguistics; PhD, The Graduate School and University Center, 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

Assistant Professor, Department of Communication and Theatre Arts
BA, Hunter College, CUNY; MA, MEd, Teachers College, Columbia University; MS, Long Island University; PhD, Fordham University

THERESA MUSACCHIO

Assistant Professor, Department of History
AB, Brown University; PhD, University of Pennsylvania

KEVIN NADAL

Assistant Professor, Department of Psychology
BA, University of California, Irvine; MA, Michigan State University; PhD, Teachers College, Columbia University

SANJANA NAIR

Lecturer, Department of English
BA, Miami University, Oxford OH; MFA, New York 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 Criminal Justice
BS, MA, MA, Diploma in Indo-Japanese Studies, University of Madras, India; PhD, Rutgers, The State University of New Jersey

BONNIE R. NELSON

Professor, Lloyd George Sealy Library; Associate Librarian for Information Systems
BA, The City College of New York, CUNY; MS, Columbia University; MA, New York University

JESSICA NEMBARD

Associate Professor, Department of African-American Studies
BA, Yale University; MAT, Howard University, School of Education; MA, PhD, University of Massachusetts

KEVIN A. NESBITT

Director of Faculty Relations and Affairs, Office of the Provost/Academic Affairs
BS, New York University; MA, Teachers College, Columbia University

VINCENT NICOLOSI

Coordinator, The Writing Center
MAW, University of Iowa

JACQUELINE NIEVES

Administrative Coordinator, Department of Law, Police Science and Criminal Justice Administration
BA, John Jay College of Criminal Justice, CUNY

MAYRA NIEVES

Chief of Staff, Office of the President
BS, John Jay College of Criminal Justice, CUNY

JENNIFER NISLOW

Senior Writer, Office of Marketing and Development
BA, The State University of New York at New Paltz; MS, Columbia University Graduate School of Journalism; MLS, Queens College, CUNY

JAMES N. NOBOA

Lecturer, Department of Mathematics and Computer Science; Lecturer, SEEK Department
BS, The City College of New York, CUNY; MS, Columbia University; JD, Pace University

JILL L. NORGRÉN

Professor Emerita, Department of Political Science
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

RICHARD OCEJO

Assistant Professor, Department of Sociology
BA, Fordham University; MA, Queens College, CUNY; PhD, The Graduate Center, CUNY

MAUREEN O'CONNOR

Professor, 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 O'DONNELL

Lecturer, 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, Office of Financial and Business Services
BA, John Jay College of Criminal Justice, CUNY; MSLIR, Cornell University/Bernard M. Baruch College, CUNY

MICHAEL O'DOWD

Assistant Registrar, Division of Enrollment Management
BA, MPA, 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

KAREN OKAMOTO

Assistant Professor, Lloyd George Sealy Library
BES, York University; MA, University of Alberta; MLIS, The University of Western Ontario

NGOZI OKARO

Director of Major Gifts, Office of Marketing and Development
BA, Morgan State University; JD, Georgetown University Law Center

NORMAN A. OLCHE

Associate Professor, Department of Law, Police Science and Criminal Justice Administration
AB, Columbia University; JD, New York University

ROSE O'NEILL

TAP Certifying Officer, Financial Aid Office, 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

JURY OTERO

Financial Aid Counselor, Financial Aid Office, Division of Enrollment Management
BA, John Jay College of Criminal Justice, 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

SANDRA 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

DANIEL PALUMBO

Director of Athletics,
Department of Athletics
BA, Empire College, The State University of New York

WILLIAM PAMMER

Assistant Professor, Department of Public Management
AA, Sullivan County Community College; BA, State University of New York, Stony Brook; MA, University of Akron; PhD, University of Oklahoma

WILLIAM PANGBURN

Director of Instructional Technology Support Services, Department of Information 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

HYUNHEE PARK

Assistant Professor, Department of History
BA, Seoul National University; MA, Hebrew University, Jerusalem; PhD, Yale University

NISHAN PARLAKIAN

Professor Emeritus, Department of Communication and Theatre Arts
BA, Syracuse University; MA, Teachers College, Columbia University; MA, PhD, Columbia University

ANTONIO PASTRANA

Assistant Professor, Department of Sociology
BA, New York University; MA, Queens College, CUNY; PhD, The Graduate Center, CUNY

EDWARD PAULINO

Assistant Professor, Department of History
BA, The State University of New York, 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

TARA PAULINY

Assistant Professor, Department of English
BA, Siena College; MA, PhD, The Ohio State University

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

BERTHA M. PERALTA-RODRIGUEZ

Coordinator/Counselor, Interdisciplinary
Studies Program
BA, Hunter College; MEd, Fordham
University

LISANDRO PEREZ

Professor, Department of Latin American and
Latina/o Studies; Chairperson
BA, University of Miami; MA, PhD, University
of Florida

MARIBEL PEREZ

Executive Assistant to the Provost and Senior
Vice President for Academic Affairs
BA, John Jay College of Criminal Justice,
CUNY

RICHARD PEREZ

Assistant Professor, Department of English
BA, New York University; MA, The City
College of New York; PhD, The Graduate
Center, CUNY

MATTHEW PERRY

Assistant Professor, Department of History
BS, BA, University of California, Los Angeles;
MA, University of Wisconsin, Madison; PhD,
University of Chicago

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

Associate Professor, Department of Sciences
AB, Colgate University; PhD, University of
Georgia

FRANK S. PEZZELLA

Assistant Professor, Department of Criminal
Justice
BS, St. John's University; PhD, The State
University of New York, Albany

MICHAEL PFEIFFER

Associate Professor, Department of History
BA, Washington University, St. Louis; MA,
PhD, University of Iowa

ANH PHAN

Assistant to Web Manager, Office of Marketing
and Development
BA, The City College of New York, CUNY

ELMER PHELON

Executive Director, Facilities Management
BS, Manhattan College

ANTHONY PHILLIPS

Head Coach, Men's and Women's Cross
Country Team, Department of Athletics
BS, MPA, John Jay College of Criminal Justice,
CUNY

ROBERT 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 Health and
Physical Education
BS, Manhattan College; MS, Columbia
University

DANIEL PINELLO

Professor, Department of Political Science
BA, Williams College; JD, New York
University; PhD, Yale University

RAYMOND PITT

Professor Emeritus, Department of Sociology
BA, Oberlin College; MA, PhD, Columbia
University

JOHN PITTMAN

Associate Professor, Department of Philosophy;
Co-Chairperson
BA, The City College of New York, CUNY;
MA, PhD, The City University of New York

HARRIET POLLACK

Professor Emerita, Department of Political
Science
BA, MA, Hunter College, CUNY;
PhD, Columbia University

JOSEPH POLLINI

Lecturer, Department of Law, Police Science
and Criminal Justice Administration
BS, MA, John Jay College of Criminal Justice,
CUNY

ARGELIS POMALES

College Lab Tech-Class, Department of
Sciences

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, 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

Associate Professor, Department of Sciences
BS, PhD, University of Bologna, Italy

KATARZYNA PSZENICZNA

Assistant to the Vice President for Enrollment
Management
BS, MA, John Jay College of Criminal Justice
CUNY

JOSEPHINE T. PUJOLS

Admissions Counselor, Office of Undergraduate
Admissions, Division of Enrollment Management
AA, Eugenio Maria de Hostos Community
College, CUNY; BS, John Jay College of
Criminal Justice, CUNY

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

RAFAEL QUILES

Administrative Director, New York City Police
Leadership in a Multiracial, Multicultural City
Certificate Program, 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;
Director, BA/MA Program
AB, Smith College; MA, PhD, University of
Illinois, Urbana-Champaign

MICHELLE A. RAHMEH

Head Athletic Trainer, Department of Athletics
BS, MS, University of Akron

VALLI RAJAH

Associate Professor, Department of Sociology
BA, Barnard College, CUNY; MA, MPhil, PhD,
Columbia University

KAREN RAMBHAROSE

Director, Testing Office, Division of
Enrollment Management
BA, John Jay College of Criminal Justice, CUNY

JASON RAUCEO

Assistant Professor, Department of Sciences
BA, Hunter College, CUNY; MP, PhD, The
Graduate Center, CUNY

JOHN REFFNER

Associate Professor, Department of Sciences
BS, University of Akron; MS, Illinois Institute
of Technology; PhD, University of Connecticut

CAROLINE REITZ

Assistant Professor, Department of English
BA, Princeton University; MA, PhD, Brown
University

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

BELINDA RINCON

Assistant Professor, Department of Latin
American and Latina/o Studies
BA, Vassar College; MA, Boston College; MA,
PhD, Cornell University

IVETTE RIVERA

Associate Registrar, Division of Enrollment
Management
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

MARCEL ROBERTS

Assistant Professor, Department of Sciences
BS, John Jay College of Criminal Justice,
CUNY; PhD, Boston College

CINDY ROBLES

Deputy Director of Payroll, Office of Financial
and Business Services
BA, John Jay College of Criminal Justice, CUNY

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 José State University; PhD, University
of Minnesota

PETER ROMANIUK

Assistant Professor, Department of Political
Science
BA, BA, LLB, University of Adelaide; AM,
PhD, Brown University

RAUL ROMERO

Lecturer, 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, Office of Marketing and
Development
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

Professor Emerita, 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, 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, Department of Foreign Languages
and Literatures
BA, MA, The City College of New York,
CUNY; PhD, The City University of New York

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;
Director, Master of Public Administration Program
BA, Douglass College; MA, PhD, New York
University

RAUL RUBIO

Assistant Professor, Department of Foreign
Languages and Literatures
BA, Barry University; MA, Middlebury
College; PhD, Tulane University

FREDERIK L. RUSCH

Professor Emeritus, Department of English
BA, Bates College; MA, New York University;
PhD, The State University of New York,
Albany

SANDRA RUTHERFORD

Office Manager, Office for the Advancement of
Research

JENNIFER RUTLEDGE

Assistant Professor, Department of Political
Science
BA, University of Wisconsin, Madison; PhD,
University of Minnesota, Twin Cities

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, Stony Brook

C. GABRIELLE SALFATI

Professor, Department of Psychology
BA, University of Nottingham; MSc, University
of Surrey; PhD, University of Liverpool

SYDNEY SAMUEL

Professor, Department of Mathematics and
Computer Science
BEEd, 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
Wagner School of Public Service

MICHAEL S. SCADUTO

Admissions Counselor, Office of Undergraduate
Admissions, Division of Enrollment Management
BS, John Jay College of Criminal Justice, CUNY;
MSEd, Bernard M. Baruch College, CUNY

SARA SCALDAFFERRY

Associate Registrar, Division of Enrollment
Management
BA, Catholic University of Guayaquil, Ecuador;
MSEd, Bernard M. Baruch College, CUNY

MILTON SCHAEFER

Professor Emeritus, Department of Art and
Music
BS, Julliard School of Music; MA, The City
College of New York, CUNY

GAEL L. SCHATZ

Administrative Coordinator, Department of Art
and Music
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
BA, Brooklyn College, CUNY; MS, PhD, New
York University

ALEXANDER SCHLUTZ

Associate Professor, Department of English
BA, MA, University of Tubingen;
PhD, University of Washington

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

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

SARAH SCOTT

Assistant Professor, Department of Philosophy
BA, St. Johns College, Annapolis; MA, PhD,
University of North Carolina, Chapel Hill

LYDIA SEGAL

Professor, Department of Law, Police Science
and Criminal Justice Administration
BA, Harvard University; BA, Oxford
University; JD, Harvard Law School

SHAMIK SENGUPTA

Assistant Professor, Department of Mathematics
and Computer Science
BE, Jadavpur University, Calcutta; PhD,
University of Central Florida

ROBERT F. SERMIER

Program Administrator and Student Adviser,
Department of Public Management
BS, U.S. Naval Academy; MBA, Harvard
University

ELLEN SEXTON

Associate Professor, Lloyd George Sealy
Library; Reference Librarian
Dip. LIS, University College, Dublin, Ireland;
MA, Trinity College, Dublin Ireland; MS,
Hunter College, CUNY; Spec. Dip. Admin.,
Queens College, CUNY

YUKSEL SEZGIN

Assistant Professor, Department of Political
Science
BA, Ankara University; MA, University of
London, SOAS; MA, PhD, University of
Washington

JON SHANE

Assistant Professor, Department of Law, Police
Science and Criminal Justice Administration
BS, MA, PhD, Rutgers University, School of
Criminal Justice

RACHEL SHANKEN

Counselor, Department of Counseling
MSEd, Fordham University

DAVID SHAPIRO

Assistant Professor, Department of Economics
BA, Rutgers University; MBA, JD, Seton Hall
University

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, Department of Mathematics
and Computer Science; Chairperson
AB, Columbia University; MS, PhD, New York
University

SUZANNE SHERBELL

Senior Administrative Coordinator, Department
of Sciences
BA, Brooklyn College, CUNY; JD, Golden
Gate University School of Law

JAMES SHERIDAN

Director of Development
BA, Carnegie Mellon University; MBA,
Fordham University

DENNIS M. SHERMAN

Professor, Department of History
BA, JD, University of California, Berkeley;
PhD, University of Michigan

CHING-FAN SHEU

Professor, Department of Psychology
BS, National Taiwan University; MA, PhD,
New York University

ANDREW H. SIDMAN

Assistant Professor, Department of Political
Science
BA, Fordham University; PhD, Stony Brook
University

KEVIN S. SILVA

Systems Administrator, Department of
Information Technology

LUCY M. SILVA

Coordinator of Financial Aid Services, Financial
Aid Office, Division of Enrollment Management

ISIDORE SILVER

Professor Emeritus, Department of History
BS, University of Wisconsin; MA, JD, 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

KEISHA SIMON

Admissions Counselor, Office of Undergraduate Admissions, Division of Enrollment Management
BA, Hunter College, CUNY

ANTONY ERIC SIMPSON

Professor Emeritus, Lloyd George Sealy Library
BA, University of Wales; MS, Columbia University; MA, PhD, New York University

LESTER SINGH

Network Manager, Lloyd George Sealy Library
BS, Union College

RAHUL SINHA

Administrative Coordinator, Department of Sociology

BRIDGET C. SLEDZ

Academic Adviser, Academic Advisement Center
BA, MEd, Hofstra University

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

EDWARD SNAJDR

Associate Professor, Department of Anthropology
BA, Northwestern University; PhD, University of Pittsburgh

ITAI NARTZIZENFIELD SNEH

Associate Professor, Department of History
BA, Hebrew University, Israel; LLB, MA, McGill University, Canada; MPhil, PhD, Columbia University

NATALIE J. SOKOLOFF

Professor, Department of Sociology
BA, University of Michigan; MA, Brown University; PhD, The City University of New York

CARMEN LEONOR SOLIS

Associate Professor, SEEK Department; Counselor
BA, MSW, Rutgers, The State University of New Jersey; DSW, Hunter Graduate School of Social Work, CUNY

MONICA SON

Lecturer, SEEK Department
BA, MEd, Fordham University

LILIANA SOTO-FERNANDEZ

Assistant Professor, Department of Foreign Languages and Literatures; Chairperson
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, Amherst; PhD, Fordham University

JOHN D. STAINES

Associate 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

KATHY STAVRIANOPOULOS

Assistant Professor, Department of Counseling
AAS, Nassau Community College; BA, Hunter College, CUNY; MS, PhD, Fordham University

ABBY STEIN

Associate Professor, Department of Anthropology
BA, PhD, The City University of New York

DAVID STERNBERG

Professor Emeritus, Department of Sociology
BA, Yale University; MA, New York University; JD, Harvard University; PhD, New York University

TIMOTHY STEVENS

Assistant Professor, Department of English
BA, MA, University of Texas, 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

BRETT STOUDT

Assistant Professor, Department of Psychology
BA, Moravian College; PhD, The Graduate School and University Center, CUNY

DERYN STRANGE

Assistant Professor, Department of Psychology
BA, BS, PhD, Victoria University of Wellington, New Zealand

RICHARD STRIPP

Associate 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, The City College of New York, CUNY; BA, Oxford University; MA, The City College of New York, CUNY; MA, The City University of New York; MA, DPhil, Oxford University

CHARLES B. STROZIER

Professor, Department of Criminal Justice; 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, Department of Political Science; Chairperson
BA, University of Massachusetts; PhD, The City University of New York

LARRY E. SULLIVAN

Professor, Lloyd George Sealy Library; Associate Dean; Chief Librarian
BA, DePaul University; MS, Catholic University of America; MA, PhD, The Johns Hopkins University

ROBERT R. SULLIVAN

Professor Emeritus, Department of Political Science
BA, Boston College; MA, PhD, The Johns Hopkins University

HUNG EN SUNG

Associate Professor, Department of Criminal Justice
Licentiate, Universidad de Belgrano, Argentina; MA, PhD, The State University of New York, Albany

KATE SZUR

Director, First Year Experience, Office of Undergraduate Studies
BA, MA, University of Szeged, Hungary; MEd, University of Exeter, Great Britain

MARGARET MIKESSELL TABB

Professor, Department of English; Chairperson
BA, Earlham College; MA, University of Toronto;
PhD, University of Connecticut

DANA TARANTINO

Associate Professor, Department of
Communication and Theatre Arts
AA, Queensborough, City College of New
York; BA, Queens College; MA, Adelphi
University; PhD, New York University

KIMBERLY TATRO

Accessibility Services Specialist, Office of
Accessibility Services
BS, York College of Pennsylvania

RITA TAVERAS

Executive Assistant and Assistant
to the Dean of Research
BA, MA, John Jay College of
Criminal Justice, CUNY

JUAN TAVERAS

Web Manager, Office of
Marketing and Development
BS, John Jay College of Criminal Justice, CUNY

JEANETTE TAVAREZ

Admissions Counselor, Office of Undergraduate
Admissions, Division of Enrollment Management
BA, John Jay College of Criminal Justice,
CUNY

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, Professional
Diploma, Fordham University

BEN TERMINE

Professor Emeritus, Department of
Communication and Theatre Arts
BA, Temple University; MFA, Catholic
University of America

KAREN TERRY

Professor, Department of Criminal Justice;
Executive Officer of the Doctoral Program in
Criminal Justice
BA, University of California, Irvine; MPhil,
PhD, University of Cambridge

KEITH THOMAS

Lecturer, Department of Mathematics and
Computer Science
BS, MS, John Jay College of Criminal Justice,
CUNY; MA, PhD, The Graduate Center, CUNY

DOUGLAS E. THOMPCKINS

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

Coordinator, Call Center, Division of
Enrollment Management
BA, Fordham University; MSW, New York
University; PhD, Fordham University

PATRICIA TOVAR

Associate Professor, Department of
Anthropology
BA, National University of Columbia; MA, The
City College of New York, CUNY; PhD, The
Graduate Center, CUNY

JEREMY TRAVIS

Professor, Department of Law, Police Science
and Criminal Justice Administration; President
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

CAROLYN TRICOMI

Professor Emerita, Department of Counseling
BA, John Jay College of Criminal Justice,
CUNY; MS, PhD, Fordham University

DANA TRIMBOLI

Executive Associate to the Vice President for
Student Development, Academic Integrity
Officer, Division of Student Development
BA, Fordham University; MA, New York
University

LUCIA TRIMBUR

Assistant Professor, Department of Sociology
AB, Brown University; MA, University of
London; PhD, Yale University

SHONNA TRINCH

Associate Professor, Department of
Anthropology
BA, Pennsylvania State University; PhD,
University of Pittsburgh

CHRISTOPHER TRUCILLO

Director of Public Safety
BA, Rutgers, The State University of New
Jersey; MA, Rutgers University Graduate
School of Criminal Justice

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, Department of Health and Physical
Education; Chairperson
NCE, University of Lagos; BS, MS, The State
University of New York, Cortland; PhD,
University of Wisconsin, 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, Madison

CHRISTOPHER VALENTINO

Admissions Counselor, Office of Undergraduate
Admissions, Division of Enrollment
Management
BA, Mount Saint Mary College

CECILE VAN DE VOORDE

Assistant Professor, Department of Law, Police
Science and Criminal Justice Administration
LLM, Grenoble School of Law, Université
Pierre Mendès France; MA, Indiana State
University; PhD, University of South Florida

MONICA VARSANYI

Associate Professor, Department of Political
Science
BA, University of California, Los Angeles; MA,
University of Washington, Seattle;
PhD, University of California, Los Angeles

CRYSTAL VAZQUEZ

Assistant Director, Office of Services for
Individuals with Disabilities
BS, MPA, John Jay College of Criminal Justice,
CUNY

DOREEN VINAS-PINEDA

Deputy Director of Communications,
Office of Marketing and Development
BA, Hunter College, CUNY

ROBERTO VISANI

Associate 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;
Coordinator, Dispute Resolution Program
BA, The State University of New York,
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, Annapolis; MS, PhD, Fordham University

KLAUS VON LAMPE

Assistant Professor, Department of Law, Police Science and Criminal Justice Administration
Diplom-Politologe (MA), Freie Universität Berlin; Dr. Jur (PhD), Goethe-Universität, Frankfurt am Main

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

JAY WALITALO

Lecturer, Department of English
BS, Eastern Michigan University; MEd, University of Illinois

WILLIAM S. WALKER

Professor Emeritus, Department of Sociology
BA, West Virginia State College; MA, New York University; 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, Department of Communication and Theatre Arts; Chairperson
BA, Butler University; MA, Queens College, CUNY; PhD, Indiana University; JD, St. John's University School of Law

DECLAN WALSH

Director, Office of Community Outreach and Service Learning, Division of Student Development
BA, MA, John Jay College of Criminal Justice, CUNY

ADAM WANDT

Instructor, Department of Public Management
BA, MPA, John Jay College of Criminal Justice, CUNY; JD, Hofstra University School of Law

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
BA, Queens College, CUNY

ALISSE WATERSTON

Professor, Department of Anthropology
BA, New York University; MA, Columbia University; PhD, The Graduate School and University Center, CUNY

PAMELA WEPPNER

Web Content Manager/Prospect Research, Office of Marketing and Development
AA, American Academy of Dramatic Art

VALERIE WEST

Assistant Professor, Department of Criminal Justice
MA, MA, John Jay College of Criminal Justice, CUNY; MPhil, PhD, New York 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, Chicago; PhD, University of California, Irvine

CARL WILLIAMS

Lecturer, SEEK Department
BA, MSc, Bernard M. Baruch College, CUNY

FAY WILLIAMS

Associate Director, Office of Graduate Admissions, Division of Enrollment Management
BS, John Jay College of Criminal Justice, CUNY; MEd, Bernard M. Baruch College, CUNY

KATHLEEN M. WILLIS

Director of Publications, Office of Marketing and Development
BA, Wagner College; MA, New York University

NIKISHA WILLIAMS

Assistant Director, Office of Institutional Research
PhD, The Graduate School and University Center, CUNY

BASIL W. WILSON

Professor Emeritus, Department of African-American Studies
BA, MA, Queens College, CUNY; PhD, The City University of New York

JOSHUA C. WILSON

Assistant Professor, Department of Political Science
BA, BA, PhD, University of California, Berkeley

JANET WINTER

Executive Assistant to the Director of Public Safety
BS, John Jay College of Criminal Justice, CUNY; MPA, New York University

ROGER L. WITHERSPOON

Professor Emeritus, Department of Counseling
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; Director, 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

PEGGILEE WUPPERMAN

Assistant Professor, Department of Psychology
NS, University of Texas, Dallas; MS, PhD, University of North Texas

PAUL A. WYATT

Director of Student Relations, 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

MARVIN YABLON

Professor Emeritus, 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

VIOLET YU

Assistant Professor, Department of Criminal Justice
BA, MA, Simon Fraser University; MA, Rutgers University; PhD, Rutgers University, School of Criminal Justice

ELIZABETH YUKINS

Assistant Professor, Department of English
BA, Princeton University; MA, PhD, University of Pennsylvania

PATRICIA ZAPF

Associate Professor, Department of Psychology
BA, University of Alberta; MA, PhD, Simon Fraser University

GARY ZARAGOVITCH

Graphics Artist, Office of Marketing and Development
BA, Queens College, CUNY

S. JACK ZLOTNICK

Professor Emeritus, Department of Psychology
BA, Brooklyn College, CUNY; MA, PhD, New York University

GULEN ZUBIZARRETA

Faculty and Staff Relations Coordinator
BA, University of South Dakota - Vermillion, SD

CLAUDIA ZULUAGA

Lecturer, Department of English
BA, New School University; MFA, Sarah Lawrence College

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 1 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. Silvia Montalban 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. Her telephone number is 646-557-4409.

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:

Silvia Montalban
Director of Affirmative Action
899 Tenth Avenue
New York, New York 10019
646.557.4409

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.

The City University Of New York Student Complaint Procedure:

Resolved. That the procedures for handling student complaints about faculty conduct in formal academic settings be adopted, effective February 1, 2007.

Explanation: Although the University and its Colleges have a variety of procedures for dealing with student related issues, those procedures generally have not covered student complaints about faculty conduct in the classroom or other formal academic settings. The University respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. At the same time, however, the University recognizes its responsibility to establish procedures for addressing student complaints about faculty conduct that is not protected by academic freedom and not addressed in other procedures. The proposed procedures will accomplish this goal.

Procedures for Handling Student Complaints About Faculty Conduct in Academic Settings

I. Introduction. The University and its Colleges have a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area not generally covered by other procedures concerns student complaints about faculty conduct in the classroom or other formal academic settings. The University respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the University recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are

not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff.

II. Determination of Appropriate Procedure. If students have any question about the applicable procedure to follow for a particular complaint, they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.

III. Informal Resolution. Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.

IV. Formal Complaint. If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the college president. (This person will be referred to below as the Fact Finder.)

A. The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an attempt at informal resolution. The complaint shall be as specific as possible in describing the conduct complained of.

B. The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the college president a written request stating the reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion, replace the department chairperson as the Fact Finder.

C. The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the

assistance of the campus ombudsman or other appropriate person to facilitate informal resolution.

D. If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, establish that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member and other persons with relevant knowledge and information and shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty member shall have the right to have a representative (including a union representative, student government representative or attorney) present during the initial meeting, the interview and any post-investigation meeting.

E. At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and recommendations, with particular focus on whether the conduct in question is protected by academic freedom, and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.

V. Appeals Procedure. If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report. The chief academic officer shall convene and serve as the chairperson of an Appeals Committee, which shall also include the chief student affairs officer, two faculty members elected annually by the faculty council or senate and one student elected annually by the student senate. The Appeals Committee shall review the findings

and recommendations of the report, with particular focus on whether the conduct in question is protected by academic freedom. The Appeals Committee shall not conduct a new factual investigation or overturn any factual findings contained in the report unless they are clearly erroneous. If the Appeals Committee decides to reverse the Fact Finder in a case where there has not been an investigation because the Fact Finder erroneously found that the alleged conduct was protected by academic freedom, it may remand to the Fact Finder for further proceedings. The committee shall issue a written decision within 20 calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.

VI. Subsequent Action. Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college must comply with the bylaws of the University and the collective bargaining agreement between the University and the Professional Staff Congress.

VII. Campus Implementation. Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members and students and post them on the college website.

VIII. Board Review. During the spring 2009 semester, the Chancellery shall conduct a review of the experience of the colleges with these procedures, including consultation with administrators, faculty and students, and shall report the results of that review to the Board of Trustees, along with any recommended changes.

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.

Danielle M. Officer is the Interim Director of Accessibility Services. Her telephone number is 212.237.8185.

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. Silvia Montalban 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. Montalban, 646.557.4409.

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 Silvia Montalban, Affirmative Action Officer, at smontalban@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.

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 INC grades, by notifying the faculty member who shall determine the final grade, and by notifying 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 INC 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: ctrcu@cunyvm.cuny.edu.

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 Clery 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 Christopher Trucillo, Director of Public Safety 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 Christopher Trucillo, Director of Public Safety, 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

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 responsibilities. 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.

- Academic advisement, 78
- Academic facilities:
Lloyd George Sealy Library, 77-78
Instructional Technology Support Services, 78
- Academic Integrity:
John Jay College policy on, 147-153
CUNY policy on, 153-157
- Academic standards:
enforcement and appeal, 87
regulations, 87
- Academic support services:
Center for English Language Support, 78-79
Collegiate Science and Technology Entry Program (CSTEP), 79
Louis Stokes Alliance for Minority Participation (LSAMP), 79
Writing Center, 79
- Address, change of, 87
- Administration of graduate program, 25
- Admission:
application procedures, 81-82
deadline dates, 83-84
reactivation of application, 84
requirements for, 82-83
special requirements, 82-83
status, 83
- Alumni Association, 113
- Americans with Disabilities Act, 143-144
- Arts, concerts and exhibitions, 109
- Athletics:
cardiovascular fitness center, 109
department, 108
health and physical education department, 108
recreation and intramurals, 108
- Athletic Program and Participation notice, 163
- Attendance requirements, 88
- Baccalaureate/Master's Degree Program, 23-24
- Campus, 103
- Cancellation of classes
(course availability), 25
- Cancellation administrative, 94
- Cardiovascular fitness center, 109
- Career development services:
Career Development Center, 105-106
Graduate career adviser, 106-107
- Centers, 113
- Certificate programs
forensic accounting (advanced certificate), 73
forensic psychology (postgraduate certificate), 71-73
terrorism (MA certificate), 70
- Change of degree, 84
- Change of final grade, 91
- Change of program, 86
- Changes, notice of possible, 25
- Cheating, 88
- Children's center, 103-104
- City University of New York, 111
college presidents, 115
- College mission, 111
- College officers, 114
- Collegiate Science and Technology Entry Program (CSTEP), 79
- Commencement, 92
- Community outreach, 104
- Complaint process:
procedures, discrimination/harassment, 141-143
institutional, 166-167
- Comprehensive examination, 2-3
- Computer facilities:
Instructional Technology Support Services, 78
- Computer user responsibilities, 157-158
- Consolidated fee,
- Continuing and professional studies, 112-113
- Counseling, 103
- Course offerings:
availability, 25
criminal justice, 27-35
forensic computing, 35-37
forensic mental health counseling, 37-44
forensic psychology, 44-51
forensic science, 51-56
international crime and justice, 56-58
protection management, 58-61
public administration, 61-68
- Credit load, 87
- Credits:
external, 84
transfer, 84
- Crime statistics, access to, 162-163
- Criminal justice:
courses, 27-35
degree requirements, 4-6
doctoral program, 75
- Cross listing, courses, 27
- Dean's List, 91
- Debts to the College, 94

- Degrees awarded:
 by John Jay College, 26
 through CUNY Graduate School and John Jay, 26
- Degree requirements:
 criminal justice (MA), 4-6
 forensic computing (MS), 6-7
 forensic mental health counseling (MA), 8-9
 forensic psychology (MA), 10-11
 forensic science (MS), 12
 international crime and justice (MA), 13
 protection management (MS), 14-15
 public administration (MPA), 15-19
 -Inspector General (MPA-IG), 19-22
- Directory, faculty and staff, 116-136
- Disabilities,
 services for individuals with (accessibility services), 105
 federal laws, 141, 143-144
- Disclosure requirements:
 federal, 166
 New York State, 163-166
- Discrimination/Harassment Complaint Procedures, 141-143
- Dismissal, 91
- Doctoral program:
 in criminal justice, 75
 in forensic psychology, 76
- Education Law:
 article 129A, maintenance of public order, 137-139
 section 224-a, protection of religious beliefs, 139-140
- Emergency closing of College, 105
- English Language Support, Center for, 78-79
- Enrollment in courses outside one's program, 2
- Equal Employment Opportunity (Title IX), 144
- External credit, 84
- Externship, forensic psychology, 10, 11
- Faculty and Staff, 116-136
- Faculty Senate, Constitution of, 167-169
- Falsification of records and official documents, 89
- Family Educational Rights and Privacy Act of 1974 (FERPA), records policy, 140-141
- Federal work study, 97
- Fees, 95 *See also* Tuition.
- "F" grade, 90
- Final grade, change:
 appeal, 91
 application for, 91
- Financial aid:
 academic requirements, 99-100
 application procedures, 97
 financial aid waiver, 100
 grants, 97
 loans, 97-98
 ONE STOP, 96
 Title IV, 100
 TUITIONPAY Monthly Payment Plan, 99
 Veterans benefits, 98-99
 Withdrawal and the return of Title IV funds, 100-101
 Work study, 97
- Forensic accounting advanced certificate, 22-23, 73
- Forensic computing:
 courses, 35-37
 degree requirements, 6-7
- Forensic mental health counseling:
 courses, 37-44
 degree requirements, 8-9
- Forensic psychology:
 courses, 44-51
 degree requirements, 10-11
 doctoral program, 76
 postgraduate certificate, 71-73
- Forensic science:
 courses, 51-56
 degree requirements, 12
- Freedom of Information Law Notice, 141
- GPA. *See* grade point average.
- General requirements:
 admission, 81-82
 graduate degrees, 2-3
- Grade point average:
 quality points, 90
 required for Dean's List, 91
 required for graduate courses, 2
- Grades:
 change of, 91
 explanation of, 89
- Graduate Lecture Series,
- Graduate career adviser, 106-107
- Graduate degrees:
 Baccalaureate/Master's Degree Program, 23-24
 criminal justice (MA), 4-6
 forensic computing (MS), 6-7
 forensic mental health counseling (MA), 8-9
 forensic psychology (MA), 10-11

- forensic science (MS), 12
- international crime and justice, 13
- protection management (MS), 14-15
- public administration (MPA), 15-19
- Inspector General (MPA-IG), 19-22
- Graduation:
- application for, 92
- requirements for, 92
- Grants:
- TAP (Tuition Assistance Program), 97
- Veterans Benefits, 98-99
- Work Study, 97
- Health services, 104
- Immunization requirements, 85
- Independent study, 86
- “INC” grade, 90
- Institutes, 113
- Instructional Technology Support Services, 78
- International crime and justice, courses, 56-58
- degree requirements, 13
- International studies & programs, 80
- Internet plagiarism, 89
- Internship, forensic mental health counseling, 8
- J STOP, 103
- John Jay College:
- accreditation, 111
- aims of, 111
- campus, 103
- general information, 111-113
- history, 111
- mission, 111
- neighborhood, 103
- student body, 102
- Late registration, 85
- Library, Lloyd George Sealy, 77-78
- Loans:
- alternative, 98
- Direct, 97-98
- Federal Perkins, 97
- Plus, 98
- Majors. (Graduate degrees), 1-26
- Matriculation, maintenance of, 88
- Medical emergencies, 104
- Middle States Association of Colleges and Secondary Schools, 111
- Military, special provisions for students in, Mission, College, 111
- National Association of Schools of Public Affairs and Administration (NASPAA), 15, 111
- Non-discrimination, 141
- ONE STOP, 96
- Open Meetings Law, 144-147
- Pass/Fail Option, 90
- Perkins Loan, 97
- Permit students, 86
- Plagiarism, 89
- Internet, 89
- Plus loan, 98
- Probation, 91
- Protection Management;
- courses, 58-61
- degree requirements, 14-15
- Public administration;
- courses, 61-68
- degree requirements, 15-19
- MPA-IG Track, 19-22
- Public order, maintenance of, 137-139
- Public safety, 104-105
- Qualifying exams, 3-4
- Quality points. *See* grade point average, 90
- Reactivation of application for admission, 84
- Readmission, 85, 88
- Refunds (tuition), 93
- Registration:
- change of program, 86
- immunization requirements, 85
- independent study, 86
- late registration, 85
- permit students, 86
- procedures, 85
- resignation, 86
- Rehabilitation Act, Section 504, 143-144
- Resignation from courses, 86
- Responsibilities, student, 87
- Retention standards, 91
- Returned check policy, Sexual Harassment, 144
- Special provisions for students in military, 94-95
- Statistics, 27 *See* also Special Requirements, 80
- Student activities, programs, 107
- Student Activity Fee, 95
- Student body, 102
- Student Charter, 170-182

-
- Student clubs, 107-108
 - Student Council, 107
 - Student health services, 104
 - Student services, 103-105
 - Summer sessions, 68
 - TAP (Tuition Assistance Program), 97
 - academic qualifications for, 99-100
 - Technology Fee, 95
 - Terrorism, MA certificate, 70
 - Theatre, 109-110
 - Thesis, 2
 - Time limit, 88
 - Title IV Financial Aid
 - rules, 100
 - waiver, 100
 - Title IX, 144
 - Transcript of academic records
 - fee for, 95
 - records policy, 140-141
 - Transfer credits, 84
 - Tuition and fees:
 - fees, 95
 - refunds, 93
 - tuition, 93
 - TuitionPayMonthly Payment Plan, 99

 - Undergraduate programs, 112
 - Unfair advantage, obtaining, 89
 - University officers, 114

 - Veterans benefits:
 - Chapter 30, 98
 - Chapter 33, 99
 - Chapter 35, 99
 - Chapter 1606, 98
 - Chapter 1607, 98-99
 - Tuition Awards, 99
 - Waiver, financial aid, 100
 - “W” grade, 90
 - “WN” grade, 90
 - Withdrawal and the return of Title funds (financial aid), 100-101
 - Withdrawal from course, 90
 - Withholding Student Records, CUNY
 - Policy on, 94
 - Women’s Center, 103
 - Workplace Violence Policy and Procedures, CUNY, 158-162
 - Work Study, 97
 - Writing Center, 79